

A CRITICAL ANALYSIS OF ATTRIBUTE DEVELOPMENT PROGRAMS
FOR ARMY LEADERS

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General Studies

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

A CRITICAL ANALYSIS OF ATTRIBUTE DEVELOPMENT PROGRAMS FOR ARMY LEADERS, by Major Robyn E. Boehringer, 100 pages.

The current global security environment is complex and at times unknowable. The Army's ability to respond rapidly and effectively to a range of military operations is vital to achieving national strategic objectives. As the Army prepares to meet the warfighting challenges of today and to ensure that the future force is prepared to defend the nation, leader development must be a priority. To ensure leaders have the attributes needed for success on future battlefields, leader development programs have to ensure their messaging, delivery, and development components align with the Army's Leader Development Process.

The Army's Leader Requirements Model (ALRM) describes the attribute requirements for leaders at all levels. The programs that are responsible for assisting in the development of these attributes are identified in Army Regulation (AR) 350-1, *Army Training and Leader Development* (2014). This study uses a capabilities based assessment (CBA) model to analyze the effectiveness of these programs. A comparison analysis of the programs is then performed to identify opportunities for improvement or best practices. Finally, recommend solutions for leader development organizational redesign to the Army G3/5/7 are provided.

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ACRONYMS

AHDS	Army Human Dimension Strategy
ALDS	Army Leader Development Strategy
ALRM	Army Leadership Requirements Model
ATS	Army Training Strategy
AWS	Army Wellness Center
CAL	Center for Army Leadership
CAPE	Center for Army Profession and Ethics
CASAL	CAL Annual Survey of Army Leadership
CSA	Chief Staff of Army
CSF2	Comprehensive Soldier and Family Fitness
HPO	Human Performance Optimization
PME	Professional Military Education
SHARP	Sexual Harassment/ Assault Response and Prevention
SRO	Senior Responsible Official
THOR3	Tactical Human Optimization, Rapid Rehabilitation and Reconditioning
TRADOC	Training and Doctrine Command
TSP	Training Support Package

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CHAPTER 1

INTRODUCTION

One advantage we have, especially in times of decreasing budgets, derives from our ability to develop the right leaders—non-commissioned officers, officers, and civilians—who can think in this very complex world.¹

— General Raymond T. Odierno, *The Army Human Dimension Strategy*

Background

The current global security environment is complex and at times unknowable. The Army's ability to respond rapidly and effectively to a range of military operations is vital to achieving national strategic objectives. As the Army prepares to meet the warfighting challenges of today and to ensure that the future force is prepared to defend the nation, leader development must be a priority. The Army's ability to defend our nation against an enemy who is comfortable operating in a complex environment is directly enabled by agile and adaptive leaders.² Leaders who can operate effectively in a joint environment is also a necessity. To ensure leaders have the attributes needed for success on future battlefields, leader development programs have to ensure their messaging, delivery, and development components align with the Army's Leader Development Process.

¹ General Raymond T. Odierno, "General Odierno: Prevent, Shape, Win," *TRADOC this Week* 1, no. 18 (December 2011).

² Headquarters, United States Training and Doctrine Command, TRADOC Pamphlet 525-3-1, *The U.S. Army Operating Concept: Win in a Complex War* (Fort Monroe, VA: United States Army Training and Doctrine Command, 2014), 14.

Army Leaders

The Army realizes the importance of developing leaders who have the moral foundation and cognitive ability needed for future wars and recently updated the Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (2012), to define and describe today's leader. Additionally, the 2015 introduction of the *Army Human Dimension Strategy (AHDS)* requires leaders to have enhanced capabilities in the cognitive, physical, and social components of the human dimension. The required leader attributes and competencies extracted from these publications, along with directives from National strategy and Joint doctrine, are summarized in the Army Leadership Requirements Model (ALRM).

The ALRM describes the requirements for leaders at all levels and are common to all cohorts. This model represents the enduring capabilities needed regardless of the level of leadership, mission, or assignment.³ The leader competencies of the ALRM are *leads*, *develops*, and *achieves*. These competencies are developed through institutional schooling, self-development, realistic training, education, and operational experience. The level of leader competence grows through the mastering of individual skills and the application and adaption of these skills to fit different situations. Competency is usually easy to quantify and can be improved with corrective training or further education.

Leader attributes encompass the internal and external human characteristics of a leader. The leader attributes of the ALRM are *character*, *presence*, and *intellect*. The programs that are responsible for assisting in attribute development of Army leaders are

³ Department of the Army, Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2012), 1-5.

identified in Army Regulation (AR) 350-1, *Army Training and Leader Development* (2014).⁴ Similar to competency development, attribute development occurs through institutional schooling, self-development, realistic training, education, and operational experience. Unlike competencies, the successful development of attributes can be at times difficult to measure, thus, creating a need for a consistent message across all delivery domains utilizing all the leader development components.

This study examines the current Army programs that assist with the development of leader attributes through an assessment of National strategic documents, Joint and Army doctrine, and leader development processes. A functional area analysis (FAA) of each program is performed using data pulled from open-source information consisting of books, articles, web sites, mission statements, program descriptions, and policies approved for public release. Attribute coverage of each program is assessed and potential gaps or inefficiencies are identified by conducting a functional need analysis (FNA). A comparison analysis of the programs is then performed to identify opportunities for improvement or best practices. Finally, a functional solution analysis (FSA) is completed in order to recommend solutions for leader development organizational redesign to the Army G3/5/7.

Research Question

What are the opportunities to improve cost, messaging, and effectiveness of programs that assist in leader attribute development?

⁴ Table G, Human Dynamics Training, AR 350-1, identifies the required programs for operational, institutional, and Army Civilians.

Secondary Research Questions

The study will also investigate the following secondary questions to provide a foundation for recommendations:

1. What are the attributes required of leaders based on the current national and joint doctrine and policies?
2. What does the Army require of its leaders?
3. How does the Army currently develop leaders?
4. Can the attributes be developed by the Army?
5. What are the required Army programs that assist in the development of these attributes?
6. Are there gaps in these programs?
7. Are there redundancies among the programs?
8. Are the messages of these programs clear, concise, and complete?
9. What is the training time and frequency requirement for each of these programs?
10. Are there DoD or Army directives for this training?
11. Do the required programs incorporate the leader development process (training, education, experience) throughout all domains of leader development (institutional, operational, self-development)?

Assumptions

1. Budget constraints will continue to impact the Army across the DOTMLPF spectrum.

2. Attribute development programs will continue to be a critical function of leader development at all levels.
3. The Army Human Dimension Strategy will be fully integrated into the leader development process in the next five years to achieve the objectives of Force 2025 and Beyond.
4. Future leaders will require the attributes and competencies listed in Joint and Army doctrine to operate successfully in a joint and multinational environment.

Definition of Terms

As part of this study there are several terms that must be defined to provide clarity and context for their inclusion within this body of research. This study will incorporate components of the Joint Capabilities Integrations and Development System as outlined in Army Regulation 71-32, *Force Development and Documentation* (2013) and the Capabilities Based Assessment (CBA) model will guide the research. It is important to understand how the Army Force Management Model identifies and develops required capabilities and DOTMLPF solutions. The following terms will provide a framework for the study and are also essential to the reader's understanding of this research.

Army Force Development Process: A sub-process of force management, determines organizational and materiel requirements and translates them into time-phased programs and force structure to accomplish Army missions and functions. It is five-step

process used to identify requirements, build organizational models, define the total force structure required to meet the National Military Strategy, and document authorization.⁵

Army Force Management: Force management is the overall framework on which the Army is raised, maintained, and sustained.⁶

Capabilities Based Assessment: An analytical method the Department of Defense uses to identify needed capabilities and associated capability gaps that are eventually transformed into requirements. The CBA is intended to answer several key questions for the validation authority prior to their approval: define the mission; identify capabilities required; determine the attributes/standards of the capabilities; identify capability gaps and redundancies; assess operational risk associated with the gaps; prioritize the gaps; identify and assess potential non-materiel solutions; and finally provide recommendations for addressing the gaps.⁷

Feasible, Acceptable, Suitable: For the purpose of this study, the criteria used in regards to the proposed recommendations in chapter 5. Feasible—Can the recommendation be accomplished with the resources currently available or obtainable? Acceptable—Does the recommendation accomplish the purpose of the program and the change recommended worthy of the risk? Suitable—does the recommendation accomplish the Army’s leader development end state?

⁵ Ibid.

⁶ Department of the Army, Army Regulation (AR) 71–32, *Force Development and Documentation* (Washington, DC: Department of the Army, 2013), 1.

⁷ AcqNotes, “Capabilities Based Assessment,” accessed March 24, 2016, <http://www.acqnotes.com/acqnote/acquisitions/capabilities-based-assessment-cba>.

Functional Area Analysis: The first step of the CBA and identifies the operational tasks, conditions, and standards needed to achieve military objectives.⁸

Functional Need Analysis: The second step of the CBA. It assesses the capabilities of the current and programmed force to meet the military objectives of the scenarios chosen in the FAA. The FNA also identifies capability overlaps and/or unnecessary redundancies within capability areas.⁹

Functional Solution Analysis: The last step in the CBA and is an operationally-based assessment of all potential DOTMLPF approaches to solving or mitigating one or more capability needs or gaps. It is also known as the “solutions recommendations phase.”¹⁰

Joint Capabilities Integrations and Development System: One of three procurement processes that make-up the Defense Acquisition System. It plays a key role in identifying the capabilities required by the joint warfighter to support the National Defense Strategy (NDS), the National Military Strategy (NMS) and the National Strategy for Homeland Defense.¹¹

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Chairman of the Joint Chief of Staff, Chairman of the Joint Chief of Staff Instruction 3170.01I, *Joint Capabilities Integration and Development System (JCIDS)* (Washington, DC: Joint Chief of Staff, 2015).

Scope

The scope of this study is limited to a critical analysis of the programs designed to assist in the development of leader attributes as outlined in National Security Strategies, and Joint and Army doctrine. The research assesses and compares the human dynamic programs that are required for all Army members IAW Table G-1, Army Regulation (AR) 350-1, *Training Units and Developing Leaders*. These programs are the following: Army Values Training (Ethics), Army Equal Opportunity Program, Comprehensive Soldier and Family Fitness (CSF2), the Sexual Harassment/Assault Response and Prevention Program (SHARP), Army Suicide Prevention Program (ASPP), and the Army Substance Abuse Program (ASAP). This study focuses on discovering potential gaps, redundancies, and opportunities to improve leader attribute development using the Capability Based Assessment (CBA) model.

Limitations

The research for this study will only consider data that is available through open-source. This data includes training support packages, mission statements, objectives, program history, education and self-development opportunities, doctrine, and policy.

Delimitations

The research does not measure the effectiveness or performance of each leader attribute development program. The information on leadership development is immense. Therefore, the research for this study is limited to leader requirements and the leader development process as outlined in National Security Strategies and Joint and Army doctrine. Throughout this research the attributes listed in the Army Leader Requirements

Model (ARLM) are used as the criteria for program analysis. The competencies listed in ARLM are outside the scope of this paper. The programs reviewed and analyzed in this research are part of human dynamics training listed in Table G-1, AR 350-1. The programs selected from this table are required for all Army members. The only exception is the Army Equal Opportunity Program (EO) and Comprehensive Soldier and Family Fitness (CSF2) which are not required by Army Civilians.

Significance of the Study

The results of this study serve a two-fold purpose. First, recent budgetary constraints have strained Army resources making it necessary for a review of current programs in order to identify inefficiencies and cost-saving opportunities. These reviews have also been mandated by Congress. In 2015, the *National Defense Authorization Act (NDAA)* directed the Army to establish a commission to determine how the Army can meet mission requirements, within acceptable levels of national risk, based on the current threat and fiscal environment.¹² In April 2015, eight commissioners consisting of retired general officers and senior enlisted personnel along with members of Congress were appointed to the *National Commission on the Future of the Army* (2015). The Commission made over 100 recommendations based on reviews of current Army policy and procedures, interviews with Soldiers and leaders in all components of the Army, and analysis from various ‘think tanks’ in the civilian sector. The Commission concluded that

¹² 2015 NDAA, Section 1703(c) directed the following “Not later than February 1, 2016, the Commission shall submit to the President and the Congressional defense committees a report setting forth a detailed statement of the findings and conclusions of the Commission . . . with its recommendations for such legislative and administrative actions as the Commission considers appropriate in light of the results of the studies.”

the Nation could maintain a ready and modern force of 980,000 (Active, Reserve, and National Guard) with the current budget only if the Army proposes efficiencies and reduces redundancy in its operations. While most of the recommendations centered around force structure, readiness, and modernization, there were several that focused on streamlining the Army's leader development process as a means of reducing redundancy and saving costs.¹³

The second purpose of this study is to ensure the required leader attributes are sufficiently covered within the selected programs. The *Army Operating Concept* (2014) and the *Army Human Dimension Strategy* (2015) call for an adaptive and agile leader that is not only capable of functioning in a complex environment but also thriving in it. These publications, along with other National Security Strategies and Joint and Army doctrine, are fairly recent. The programs selected for this analysis have been evolving over years and may have gaps in attribute coverage when assessed to these documents.

The goal of this study is to recommend solutions for leader development program redesign to the Army G3/5/7. The next chapter reviews National Security Strategies and Joint and Army doctrine to determine the attributes needed for today's Army leaders. The Army's Leader Development Strategy is also reviewed to establish evaluation criteria. Finally, an initial assessment of each selected program is conducted in order to provide a foundation for the analysis that occurs in chapter 4.

¹³ Commission on the Future of the Army, "NCFA Forward and Executive Summary," National Commission on the Future of the Army, accessed February 15, 2016, <http://www.ncfa.ncr.gov/>.

CHAPTER 2

LITERATURE REVIEW

Today the nation faces greater strategic uncertainty than at any time since the ending of the Cold War. Adapting in the face of this uncertainty demands a new approach. In decades past, our nation turned to its superior industrial base informed by a robust research and development capability to maintain a decisive edge over any adversary. However, in the coming environment, material solutions alone will not provide the decisive edge against the complex array of rapidly adapting threats we face. To answer the challenge of this new paradigm, the Army must invest in its most valuable resource, its people.¹⁴

— Lieutenant General Robert B. Brown,
The Army Human Dimension Strategy, 2015

The purpose of this research is to analyze and compare current Army leader attribute development programs to see if there are opportunities to improve cost, messaging, and the effectiveness of these programs. This chapter examines National Security Strategies and Joint and Army doctrine to identify leader attribute requirements needed for the future. The process in which the Army develops its leaders is also reviewed. Finally, Army programs dedicated to developing leader attributes are examined in order to provide a basis for a comparative analysis that is conducted in chapter 4 of this paper.

¹⁴ LTG Brown's opening comments in the *Army Human Dimension Strategy, 2015*.

Strategic Context

National Security Strategy

The importance of strong, ethical American leadership for the security of our Nation is described throughout the *National Security Strategy (NSS)*. In the 2015 version of the NSS, President Obama stated the following:

Any successful strategy to ensure the safety of the American people and advance our national security interests must begin with an undeniable truth—America must lead. Strong and sustained American leadership is essential to a rules-based international order that promotes global security and prosperity as well as the dignity and human rights of all peoples. The question is never whether America should lead, but how we lead.¹⁵

The ability to lead in the global environment requires U.S. leaders, both military and civilian, to uphold our Nation’s internal values of dignity and equality for all and the defense of democracy and human rights. The NSS dedicates a whole section to this concept stating that our Nation’s values “are a source of strength and security, and our ability to promote our values abroad is directly tied to our willingness to abide by them at home.”¹⁶ Leaders must hold themselves to the highest possible standard while doing what is necessary to protect the Nation’s interest in order to safeguard our security and leadership position in the world.

National Military Strategy

The *National Military Strategy (NMS)* describes the current global security environment as “unpredictable, with multiple and simultaneous security challenges from

¹⁵ President Barack Obama’s comments in the 2015 *National Security Strategy*.

¹⁶ Office of the President of the United States, *National Security Strategy* (Washington, DC: U.S. Government Printing Office, 2015), 19.

traditional state actors along with threats from transregional networks of sub-state groups.”¹⁷ To combat these challenges and threats, the NMS emphasizes the importance of utilizing the U.S. Joint Force and developing innovative leaders who can operate under conditions of complexity and persistent danger. Leader development across all forces is a major priority in the NMS and emphasis is placed on the following six leader attributes:

1. Strive to understand the environment in which they operate and the effect of applying all instruments of national power.
2. Anticipate and adapt to surprise, uncertainty, and chaos.
3. Work to recognize change and lead transitions.
4. Operate on intent through trust, empowerment, and understanding.
5. Make ethical decisions based on the shared values of the Profession of Arms.
6. Think critically and strategically in applying joint warfighting principles and concepts to joint operations.¹⁸

Of the six attributes, the NMS stresses the critically of ethical leadership to strengthening the force and achieving national military objectives. In order to provide ethical leadership, the NMS states that a professional climate must exist that reinforces respect for core values, promotes accountability, and appreciates the contributions of every member of the professional community.¹⁹ This is a common theme in Joint and Army doctrine, concepts, and programs.

¹⁷ Department of Defense, *National Military Strategy* (Washington, DC: U.S. Government Printing Office, 2015), 3.

¹⁸ *Ibid.*, 14.

¹⁹ *Ibid.*, 15.

Joint Doctrine and Publications

The *Joint Capstone Publication* (2013) states that joint leaders are “moral individuals both of action and of intellect, skilled at getting things done, while at the same time conversant in the military art.”²⁰ They must possess the character and competence to uphold the joint values of duty, honor, courage, integrity, and selfless service. Leaders who can adopt and embody these characteristics are better able to integrate their individual efforts into the overall joint mission.

Leaders who have a strong intellectual foundation successfully execute the art of joint command and operational art. Joint Publication (JP) 3.0, *Joint Operations* (2011) describes the art of joint command as the commander’s ability to use situational leadership to maximize operational performance. This is accomplished through a combination of the leader’s courage, ethical leadership, judgment, intuition, situational awareness, and the ability to consider contrary views gained over time through training, education, and experience.²¹ These characteristics enable joint commanders to make difficult decisions in complex situations.

Operational art is “the use of creative thinking by commanders and staffs to design strategies, campaigns, and major operations and organize and employ military forces.”²² Leaders are critical to this process because their experience, education, and

²⁰ Joint Headquarters, Joint Publication (JP) 1, *Doctrine for the Armed Forces of the United States* (Washington, DC: U.S. Government Printing Office, 2013), 1.

²¹ Joint Headquarters, Joint Publication (JP) 3, *Joint Operations* (Washington, DC: U.S. Government Printing Office, 2011), II-1.

²² *Ibid.*, II-3.

judgement helps guide the staff through operational planning and execution. Without this direction, joint plans and subsequent operations may become disjointed and ineffective.

Leaders in a joint environment must build teams that are cohesive and effective. In the latest version of the *Joint Officer Handbook* (2011), interpersonal skills are noted as a requirement for team success. Specifically, in the areas of “communication and persuasion skills, attitudes toward diversity, self-awareness, willingness to engage in information sharing, conflict management, willingness to accept responsibility and cooperate with others are all essential to team performance.”²³ Additional leader attributes noted in the handbook include objectivity, adaptability, professionally aggressive, career minded, intelligent, candid, selfless, modest, and outstanding physical and mental stamina.²⁴

The above leader characteristics are nested with national security documents and resonate throughout joint publications. These traits are essential to the success of mission command and ensuring a thorough understanding of the commander intent at every level. Army doctrine, publications, and concepts also describe similar leader traits.

Army Doctrine

Army Operating Concept

The *Army Operating Concept* (2014) addresses the challenges of the future strategic environment and provides a guide on how the future Army force must operate to prevent conflict, shape security environments, and win wars. To be successful the Army

²³ Headquarters, Joint Exercises and Training Division, *Joint Officers Handbook* (Washington, DC: U.S. Government Printing Office, 2011), 80.

²⁴ *Ibid.*, 6.

has to perform several functions to include developing innovative leaders and optimizing human performance. The *Army Operating Concept (2014)* states that “decentralized operations in complex environments require competent leaders and cohesive teams that thrive in conditions of uncertainty.”²⁵ The *Army Ethic White Paper (2014)*, produced by the Center for Army Profession and Ethics (CAPE), reinforces the idea that leaders must be competent in their jobs and have the attributes necessary to build cohesive teams based on mutual respect and trust.²⁶ Leader character, competency, and commitment are centralized themes throughout Army doctrine as an essential element for mission accomplishment in today’s operating environment.

The Army, ADP 1-0

Army Doctrine Publication (ADP) 1-0, *The Army (2012)*, states that “combat power can be measured many ways, but the most important determinant of combat power is leadership.”²⁷ This reference explains that the Army requires leaders to be both warriors and professionals of strong character. The ability to adapt and innovate are additional characteristics needed to address the continuous changes in warfare.²⁸ The progressive development and certification in character, competence, and commitment is

²⁵ Headquarters, United States Training and Doctrine Command, TRADOC Pamphlet 525-3-1, *The U.S. Army Operating Concept: Win in a Complex War* (Washington, DC: U.S. Government Printing Office, 2014), 20.

²⁶ Center for Army Profession and Ethic, *The Army Ethic White Paper* (Washington, DC: U.S. Government Printing Office, 2014), 8.

²⁷ Department of the Army, Army Doctrine Publication (ADP) 1-0, *The Army* (Washington, DC: U.S. Government Printing Office, 2012), 4-7.

²⁸ *Ibid.*, 4-4.

essential in ensuring leaders have the tools needed to build strong cohesive teams. This is accomplished through training, education, and by assigning increased responsibility for themselves and their subordinates.

Mission Command, ADP 6-0

Army Doctrine Publication (ADP), 6-0, *Mission Command* (2012), defines mission command as the “exercise of authority and direction by commander using mission orders to enable disciplined initiative within the commander’s intent to empower agile and adaptive leaders in the conduct of unified land operations.”²⁹ To exercise effective mission command, leaders must build cohesive teams through mutual trust.³⁰ Operations that are conducted under a mission command philosophy require trust at all levels. Leaders must trust subordinates to accomplish missions consistent with the commander’s intent and subordinates must trust leaders to give them the freedom to accomplish the mission with disciplined initiative. Without this trust, mission command will not work.

Leaders are responsible for establishing a culture of trust along with creating a professional organization and command climate conducive for the execution of mission command. According to ADP 6-0, trust takes time to build and must be earned. Leaders build trust by upholding the Army Values and exercising leadership consistent with the

²⁹ Department of the Army, Army Doctrine Publication (ADP) 6-0, *Mission Command* (Washington, DC: U.S. Government Printing Office, 2012), 1.

³⁰ There are six principles of mission command: build cohesive teams through mutual trust, create shared understanding, provide a clear commander’s intent, exercise discipline initiative, use mission orders, accept prudent risk.

Army's leadership principles.³¹ They continue to build trust through leading by example and demonstrating character, competence, and commitment.

The Army Human Dimension Strategy

In 2006, the Uniformed Services University of the Health Sciences (USUHS) hosted a conference focused on the human dimension and human performance optimization. The results of this conference were compiled by several attending physicians and were discussed in the article *Human Performance Optimization: An Evolving Charge to the Department of Defense* (2007). At the time of the conference there was an emerging awareness amongst senior military leaders that optimizing human performance was needed to sustain and win the Global War on Terror. In fact, the Special Forces community had already recognized that "humans were more important than hardware" in defeating the enemy in asymmetric warfare and had developed successful strategies, such as Tactical Human Optimization, Rapid Rehabilitation and Reconditioning (THOR³), based on this premise.³² The subsequent findings and recommendations of this conference drove further research on the human dimension by the Army.³³

Today, the *Army Human Dimension Strategy* (2015), provides the guiding vision for how the Army views people and leaders. The purpose for the focus on the human

³¹ Ibid., 2.

³² U.S. Army Special Operations Command, "SOF Truths," accessed January 29, 2016, <http://www.soc.mil/USASOCHQ/SOFTruths.html>.

³³ The article states that an effective human performance optimization program in the DoD will enhance the mental and physical resilience of the war fighter and result in reduced injury and illness or more rapid recovery.

dimension is summarized in TRADOC's *Human Dimension White Paper* (2014) which states the following:

By investing in human capital, the Army will be capable of fielding a future force that maintains and exploits a decisive cognitive edge, physical supremacy, and culture awareness over potential adversaries. Achieving this cognitive edge requires a renewed investment in education, training, ethics, leader development, talent acquisition, and talent management. Likewise, achieving physical supremacy requires investment in holistic health, injury prevention, and total fitness. To meet these demands, Army leaders must be agile, adaptive, physically strong and resilient, and appropriately educated warriors of the Army Profession, with superb critical thinking skills and broad cultural understanding.³⁴

The *Army Human Dimension Strategy* (2015) encompasses the cognitive, physical, and social components of all Army personnel to ensure the successful employment of the force for operations in a complex environment. Two key beliefs drive this strategy. The first belief is that the Army has historically prepared leaders to react to known adversaries in a known environment and now, due to the complexity of the environment, must prepare leaders to operate in an unknown environment against an unknown enemy. The second belief is that talent management can be maximized through early assessment of an individual's potential; improved customized learning programs; and dedicated career management. Three overarching strategic objectives guide the *Army Human Dimension Strategy* (2015):

Strategic Objective # 1: The Army has the capability and capacity to optimize the human performance of every Soldier and Civilian in the Total Force to improve and thrive in the strategic environment of 2025 and beyond.

³⁴ United States Army Combined Arms Center, "Human Dimension White Paper," accessed January 29, 2016, [http://usacac.army.mil/sites/default/files/documents/Human%20Dimension%20White%20Paper%20\(Combined%20Arms%20Center%2009%20Oct%2014\).pdf](http://usacac.army.mil/sites/default/files/documents/Human%20Dimension%20White%20Paper%20(Combined%20Arms%20Center%2009%20Oct%2014).pdf).

Strategic Objective # 2: The Army conducts training in a complex environment to build cohesive teams who improve and thrive in the ambiguity and chaos of the strategic environment of 2025 and beyond.

Strategic Objective #3: Army institutions rapidly adapt within the dynamic strategic environment of 2025 and beyond, seize opportunities, and deliver innovative solutions in advance of need, while maintaining the Army as a profession.³⁵

Army Leadership Requirement Model

The Army Leadership Requirement Model (ALRM) defines what the Army wants a leader to be, what to know, and what to do. It aligns leader development strategies and preferred outcomes to a shared set of characteristics that are valued throughout the Army.³⁶ The Army's requirements for an agile and adaptive leader are built on the attributes (be and know) of character, presence, and intellect and the core competencies (do) of lead, develop, and achieve. The Army believes that a leader who has these attributes and competencies can produce the following outcomes:

1. Secure U.S. interests
2. Mission success
3. Sound decisions
4. Expertly led organizations
5. Stewardship of resources

³⁵ Headquarters, United States Training and Doctrine Command, *The Army Human Dimension Strategy* (Washington, DC: U.S. Government Printing Office, 2015), 6.

³⁶ Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2015), 1-4.

6. Stronger families
7. Fit units
8. Healthy climates
9. Engaged Soldiers & Civilians

Leader attributes are based on the individual's values (character), how they are perceived by others (presence), and how they think about and solve problems (intellect).³⁷ These attributes are the essence of a leader and define who a person is, what they believe, and how they act. Most attributes are intangible and not easily measured or sometimes easily changed. However, these leader characteristics are what make the U.S. Army a force that has no equal in the world. The desired leader attributes serve as the foundation of the Army profession and cannot be developed or cultivated half-heartedly.

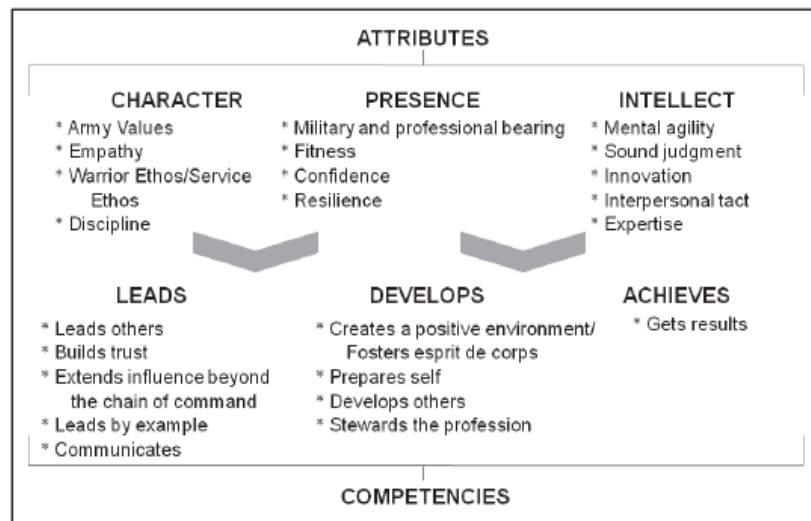


Figure 1. Army Leaders Requirement Model

Source: Department of the Army, Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2012), 1-5.

³⁷Department of the Army, *Army Leadership*, 1-5.

Required Army Leader Attributes

The following sections summarize the required leader attributes of character, presence, and intellect as outlined in the ALRM. The attributes associated with character, presence, and intellect are also discussed.

Character

The character of Army leaders is an essential attribute and is central to the trust required for mission command. The Army defines character as “dedication and adherence to the Army Ethic, including Army Values, as consistently and faithfully demonstrated in decisions and actions.”³⁸ Character consists of an individual’s behavior, thoughts, and beliefs based on their values and moral judgement. The Army’s Ethic is also supported by leaders of character who believe the following:

We serve honorably—according to the Army Ethic—under civilian authority while obeying the laws of the Nation and all legal orders; further, we reject and report illegal, unethical, or immoral orders or actions. We take pride in honorably serving the Nation with integrity, demonstrating character in all aspects of our lives. In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect. We lead by example and demonstrate courage by doing what is right despite risk, uncertainty, and fear; we candidly express our professional judgment to subordinates, peers, and superiors.³⁹

The following table is taken from FM 6-22, *Leader Development* (2015), and is a summary of the attributes associated with character.

³⁸ Ibid., 3-1.

³⁹ Department of the Army, Army Doctrine Reference Publication (ADRP) 1-0, *The Army Profession* (Washington, DC: U.S. Government Printing Office, 2015), 4-7.

Factors internal and central to a leader that constitute an individual's core.	
Army Values	<ul style="list-style-type: none"> ★ Values are principles, standards, or qualities considered essential for successful leaders. ★ Values are fundamental to help people discern right from wrong in any situation. ★ The Army has seven values to develop in all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
Empathy	<ul style="list-style-type: none"> ★ The propensity to experience something from another person's point of view. ★ The ability to identify with and enter into another person's feelings and emotions. ★ The desire to care for and take care of Soldiers and others.
Warrior Ethos/ Service Ethos	<ul style="list-style-type: none"> ★ The internal shared attitudes and beliefs that embody the spirit of the Army profession for Soldiers and Army Civilians alike.
Discipline	<ul style="list-style-type: none"> ★ Control of one's own behavior according to Army Values; mindset to obey and enforce good orderly practices in administrative, organizational, training, and operational duties.

Figure 2. Summary of attributes associated with character

Source: Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2015), 6-3.

The Army's ability to develop character in its leaders is a much debated topic. Col. Brian M. Michelson, in his 2013 *Military Review* article, asks the following question: "Will the Army's current approach to developing the personal character of its leaders meet this challenge of its increased expectations?"⁴⁰ Col. Michelson wrote that the Army's "laissez- faire approach" to character development is flawed. He argues that the Army's insistence that character development is an individual's responsibility has led to a "hands-off" institutional approach to development of character in leaders. Col. Michelson continues by stating that "the Army's collective doctrine is virtually silent regarding the actual process of how individuals should assess and develop their own

⁴⁰ Col. Brian Michelson, "Character Development of U.S. Army Leaders: The Laissez-Faire Approach," *Military Review* (2013), accessed March 31, 2016, http://usacac.army.mil/CAC2/MilitaryReview/Archives/English/MilitaryReview_20131031_art007.pdf.

personal character.”⁴¹ He recommends that the Army review and then change its stance on the development of character in its leaders before it is too late.

Dr. Don M. Snider, Senior Fellow for the Army’s Center for the Profession and Ethic (CAPE), also believes the Army faces challenges in leader character development. In 2008, Dr. Snider wrote a paper that questioned how Army leaders were to fulfill their critical leadership role if the Army continued to insist that character development was an individual responsibility.⁴² In an effort to clarify the Army’s role in character development among its leaders, Dr. Snider co-wrote the first-ever doctrine on the U.S. Army as a military profession, ADRP-1, *The Army Profession* (2015).

According to ADRP-1, character development is an essential component of advancing the professional’s expertise through life-long learning and professional development built on education, training, experience, coaching, counseling, and mentoring.⁴³ Army certification of a leader’s character occurs through the methods of promotion and evaluation systems, professional training and education within Army schools, and leadership and command positions.⁴⁴ The writings within ADRP-1 effectively establishes a joint responsibility of character development between the leader and the individual. Additionally, Field Manual (FM) 6-22, *Leader Development* (2015), describes the leader’s role in developing character in others.

⁴¹ Ibid.

⁴² Don M. Snider, “Intrepidity and Character Development within the Army Profession,” Strategic Studies Institute, 2008, accessed March 31, 2016, <http://www.strategicstudiesinstitute.army.mil/pdf/PUB847.pdf>.

⁴³ Department of the Army, *Army Profession*, 2-8.

⁴⁴ Ibid., 5-3.

Presence

Presence is the leader's ability to demonstrate their value to others through deeds, demeanor, appearance, and words. Presence exhibits authenticity; it is the sincerity and poise of a leader to command in difficult situations and produce positive results. In the Army, leaders demonstrate presence through fitness, military bearing, confidence, and resilience.⁴⁵ The presence of a leader is especially important to subordinates during times of duress. Orders or decisions made by a confident leader, who has the mental and physical prowess during stressful situations, inspires confidence in the leader's subordinates. Military and professional bearing, fitness, confidence, and resilience are attributes associated with presence in the ALRM. The following table is taken from FM 6-22, *Leader Development* (2015), and provides a summary of these attributes.

How others perceive a leader based on the leader's outward appearance, demeanor, actions and words.	
Military and professional bearing	<ul style="list-style-type: none">★ Possessing a commanding presence.★ Projecting a professional image of authority.
Fitness	<ul style="list-style-type: none">★ Having sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress.
Confidence	<ul style="list-style-type: none">★ Projecting self-confidence and certainty in the unit's ability to succeed in its missions.★ Demonstrating composure and outward calm through control over one's emotions.
Resilience	<ul style="list-style-type: none">★ Showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

Figure 3. Summary of attributes associated with presence

Source: Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2015), 6-4.

⁴⁵ Department of the Army, *Army Leadership*, 4-1.

Physical fitness and military bearing are two attributes associated with presence. Army leaders must maintain a high-level of physical fitness and mental well-being in order to function effectively in the current operating environment. Leaders promote comprehensive fitness through both physical and mental health enabling them to make logical and clear-headed decisions regardless of the situation. They inspire confidence in their followers and set the example of how to balance the inherent stresses of both personal and professional life. Leaders with presence understand that reducing stress and improving physical fitness are tactics for avoiding sickness, promoting mental clarity, and encouraging similar outcomes in others.⁴⁶

Human performance optimization (HPO) in the military consists of a combination of approaches and techniques that can enhance an individual's performance to successfully accomplish their mission. HPO goes beyond simply resisting challenges; rather, it means functioning at an optimal level to face new challenges. Performance optimization fits in the context of resilience, health, and prevention.⁴⁷ Human optimization is a key part of the *Army Human Dimension Strategy* (2015) and has also recently become a Department of Defense (DoD) focus leading to the establishment of DoD's Force Health Protection and Readiness Program.

As part of the Force Health Protection Readiness Program, the Army's Public Health Command developed the *Performance Triad Campaign* to promote sleep, activity, and nutrition with an overall goal of improving the health and wellness of the force.

⁴⁶ Department of the Army, *Army Leadership*, 7-38.

⁴⁷ Human Performance Resource Center, "About Human Performance Optimization," accessed February 1, 2016, <http://hprc-online.org/>.

Performance Triad's main themes are quality sleep, activity, and nutrition. Interactive technology and on-line resources that help set goals, track progress, and challenge others to make better choices are available to every member of the Army. Army Wellness Centers are also a key enabler of the *Performance Triad Campaign*.⁴⁸

Army Wellness Centers (AWC) provide prevention programs and services designed to build and sustain good health and improve the overall healthy lifestyles of the force. AWCs are available at most installations for use by Soldiers, Family Members, Retirees, and DA Civilians. AWC services include sleep education, weight management, stress management, wellness coaching, and health assessments. AWC programs are designed to improve individual and unit readiness by reducing the loss of duty time and minimizing the numbers of Soldiers on profile. Sports and physical therapy professionals staffed at AWCs take a holistic approach in order to fully address the health of each individual.

Resilience is another attribute associated with leader presence. When leaders cannot bounce back from negative setbacks it can lead to a loss of mission or organizational focus. The concept of resilience broadly refers to an individual's capacity to maintain a functional equilibrium or display positive adaptation following, or in spite of, risks to normal development or psychological health. In 2008, a nine-month RAND study concluded that 20 percent of Iraq and Afghanistan veterans suffered from some form of Post-Traumatic Stress Disorder (PTSD), depression, and/or traumatic brain injury. The study went on to state that an individual with any one of these conditions is

⁴⁸ Army Public Health Command, "The Performance Triad," accessed February 1, 2016, <http://armymedicine.mil/Pages/performance-triad.aspx>.

more likely to have other psychiatric problems such as substance abuse and attempt suicide.⁴⁹

Intellect

Intellect is a leader's mental agility and understanding of available resources and how these resources can be applied to mission accomplishment. Intellect shapes conceptual abilities which enables a leader to exercise sound judgment during the decision making process. It helps leaders think creatively and reason analytically, critically, ethically, and with cultural sensitivity in order to consider intended and unintended consequences. The attributes that encompass an Army's leader intellect are mental agility, sound judgement, innovation, interpersonal skills, and expertise.⁵⁰ The following table is taken from FM 6-22, *Leader Development* (2015), and provides a summary of these attributes.

⁴⁹ Terri Tanielian and Lisa H. Jaycox, *Invisible Wounds of War Psychological and Cognitive Injuries, their Consequences, and Services to Assist Recovery* (Santa Monica, CA: RAND Corporation, 2008), xxi.

⁵⁰ Department of the Army, *Army Leadership*, 5-2.

The mental resources or tendencies that shape a leader's conceptual abilities and effectiveness.	
Mental agility	<ul style="list-style-type: none"> * Flexibility of mind; the ability to break habitual thought patterns. * Anticipating or adapting to uncertain or changing situations; to think through outcomes when current decisions or actions are not producing desired effects. * The ability to apply multiple perspectives and approaches.
Sound judgment	<ul style="list-style-type: none"> * The capacity to assess situations shrewdly and draw sound conclusions. * The tendency to form sound opinions, make sensible decisions and reliable guesses. * The ability to assess strengths and weaknesses of subordinates, peers, and enemy to create appropriate solutions and action.
Innovation	<ul style="list-style-type: none"> * The ability to introduce new ideas based on opportunity or challenging circumstances. * Creativity in producing ideas and objects that are both novel and appropriate.
Interpersonal tact	<ul style="list-style-type: none"> * The capacity to understand interactions with others. * Being aware of how others see you and sensing how to interact with them effectively. * Conscious of character, reactions and motives of self and others and how they affect interactions. * Recognizing diversity and displaying self-control, balance, and stability.
Expertise	<ul style="list-style-type: none"> * Possessing facts, beliefs, logical assumptions and understanding in relevant areas.

Figure 4. Summary of attributes associated with intellect

Source: Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office, 2015), 6-4.

According to ADRP 6-22, *Army Leadership* (2012), innovation is the leader's ability to introduce a new way of doing something at a time when it is needed the most.⁵¹ Leaders who are innovative tend to be problem solvers and critical thinkers. Critical thinking requires a leader to continuously analyze and assess their thoughts for clarity, accuracy, relevance, depth, breadth, and logicalness. It is important for a leader to understand that critical thinking is based on the following ideas: all reasoning occurs from various points of view and frames of reference; all reasoning proceeds from some goals and objectives, has an informational base; all data when used in reasoning must be

⁵¹ Ibid.

interpreted; interpretation involves concepts; concepts entail assumptions, and basic inferences in thought have implications.⁵²

Critical thinking is the basis for the Army Design Methodology which is used by leaders to understand, visualize, and define ill-structured, complex problems in an attempt to find solutions. Additionally, mission command cannot be achieved without critical thinkers who can execute disciplined initiative within the commander's intent during combat operations. Leaders with critical thinking skills are able to influence and shape their environments by looking at the problem from different view-points. This enables the leaders to rapidly identify the problem and develop solutions during complex operations.⁵³

Interpersonal tact is the leader's ability to interact with others based on knowing what others perceives. This "knowing" relies on a leader accepting the character, reactions, and motives of themselves and others while recognizing diversity and displaying self-control, balance, and stability.⁵⁴ Interpersonal tact is reliant on leaders doing the following:

1. Leaders should remain open to cultural diversity.
2. Leaders should control their emotions.
3. Leaders should understand their self-control, balance, and stability effects their ability to interact with others.

⁵² Richard Paul and Linda Elder, "Critical Thinking: Concepts and Tools," *Thinkers Guide Library* (Tomaes, CA: Foundations for Critical Thinking, 2014), 4-5.

⁵³ Department of the Amy, *Army Leadership*, 5-1.

⁵⁴ *Ibid.*, 5-2.

4. Leaders should display the right emotion for a given situation.
5. Leaders should be steady and levelheaded when under pressure and fatigued, and calm in the face of danger.⁵⁵

Sound judgement is developed through experience. Sound judgment requires a leader's ability to assess situations wisely and to draw rational conclusions. Senior leaders' intents, desired outcomes, laws, regulations, experience, and values all enable good judgement. The practice of good judgment enables leaders to form sound opinions and make reliable estimates and sensible decisions.⁵⁶

Expertise is continuously developed through, experience, training, and education. Expertise knowledge is categorized into the domains of tactical, technical, joint, and cultural and geopolitical knowledge.⁵⁷ Leaders make decisions based on their level of expertise in each of these domains. While no leader can be an expert in all of these domains, the intellectual leader continues to gain expertise through institutional, operational, and self-development opportunities.

Army Leader Development Strategy

Army Doctrine Reference and Publication (ADRP) 6-22, *Army Leadership* (2012), defines leadership as “the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.”⁵⁸ The

⁵⁵ Department of the Army, *Army Leadership*, 5-3.

⁵⁶ Ibid., 5-2.

⁵⁷ Ibid., 5-3.

⁵⁸ Ibid., 1.

Army believes that all Army members, regardless of rank or position, are leaders. This statement is validated in ADRP 6-22 with the following:

Everyone in the Army is part of a team and functions in the role of leader and subordinate. Being a good subordinate is part of being a good leader. All Soldiers and Army Civilians must serve as leaders and followers. It is important to understand that leaders do not just lead subordinates—they also lead other leaders.⁵⁹

To develop leaders who have the competencies and attributes needed to lead in complex and dynamic environments requires a leader development strategy that is integrated into all the areas of lifelong learning. According to Army Regulation 350-1, *Army Training and Leader Development* (2014), leader development is achieved through the lifelong synthesis of the knowledge, skills, and experiences gained through the training and education opportunities in the institutional, operational, and self-development domains.⁶⁰ The *Army Leader Development Strategy* (2013) was designed to ensure that leader development occurs throughout these three mutually supportive domains.

The *Army Leader Development Strategy* (2013), lays out the ends, ways, and means of leader development for the total force. The purpose of the strategy is to “train, educate, and provide experiences to progressively develop leaders to prevail in Unified Land Operations using mission command in a 21st Century security environment and to

⁵⁹ Ibid., v.

⁶⁰ Department of the Army, Army Regulation (AR) 350-1, *Army Training and Leader Development* (Washington, DC: U.S. Government Printing Office.2014), 2.

lead the Army Enterprise.”⁶¹ The *Army Leader Development Strategy* (2013), is a complementary document to the *Army Training Strategy* (2011) and is nested under and supports the *Department of Defense Planning Guidance* (2014), the *Army’s Strategic Planning Guidance* (2014), the *Army Campaign Plan* (2015) and the *Ready and Resilient Campaign* (2014). According to *Army Leader Development Strategy* (2013), “leader development is the deliberate, continuous, and progressive process, founded in Army Values, that grows Soldiers and Army Civilians into competent, committed professional leaders of character.”⁶² Army leaders must possess and demonstrate traits such as adaptability, agility, flexibility, responsiveness, and resilience to ensure successful mission accomplishment.⁶³

Leader development crosses over all levels of command, agencies, and staff. For this reason, the Chief of Staff of the Army (CSA) appointed the Commanding General of Training and Doctrine Command (TRADOC) to serve as the senior responsible official (SRO) for Army leader development. This appointment ensures that leader development follows a consistent approach. The SRO is the focal point of all Army-level leader development efforts and is supported by HQDA, DCS G-3/5/7; HQDA, DCS G-1; and CG, HRC.⁶⁴ The *Army Leader Development Program* (ALDP) directs, manages, and integrates leader development initiatives. The *Army Leader Development Forum* (ALDF)

⁶¹ U.S. Army Combined Arms Center, “Army Leader Development Strategy Mission Statement,” accessed January 31, 2016, http://usacac.army.mil/organizations/mccoe/cal/news/03-11-2015_army-leader-development-strategy.

⁶² Ibid., 23.

⁶³ Ibid., 4.

⁶⁴ Ibid., 23.

is an essential element of the ALDP. In this forum, the SRO develops and approves leader development initiatives for implementation across the Army. As shown in the figure below, supporting strategies for each component of leader development are adjusted or developed to support this strategy. DCS G-3/5/7 is responsible for developing the training strategy. ASA (M&RA) is responsible for developing the experience strategy. TRADOC is responsible for developing the education strategy needed to implement a force wide leader development program in accordance with the Army Leader Development Strategy (2013).⁶⁵

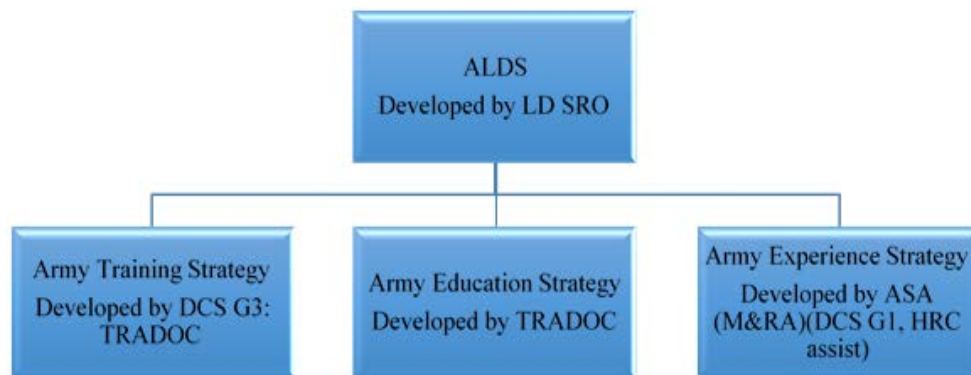


Figure 5. Army Leader Development Strategy Organization Chart

Source: Department of the Army, *Army Leader Development Strategy* (Washington DC: U.S. Government Printing Office, 2013), 24.

⁶⁵ Ibid., 24.

Army Leader Development Process

Training, education, and experience contributes to Army leader development in different ways. The *Army Leader Development Strategy* (2013) states the following about these three components:

Training is an organized, structured, continuous, and progressive process based on sound principles of learning designed to increase the capability of individuals, units, and organizations to perform specified tasks or skills. Education focuses on intellect and the moral character of leaders to improve judgement and reasoning, and hone the habits of the mind: agility, adaptability, empathy, intellectual curiosity, and creativity. Experience is where all the training and education are put into practice.⁶⁶

Leader development is the deliberate, continuous, sequential, and progressive process - founded in Army values - that grows Army members into the leaders needed for tomorrow's wars. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through the training and education opportunities in the institutional, operational, and self-development domains.⁶⁷ Leader attributes and competencies are continuously developed in these domains as illustrated in the Army Leader Development Model below.

⁶⁶ Ibid.

⁶⁷ Department of the Army, *Army Training and Leader Development*, 67.

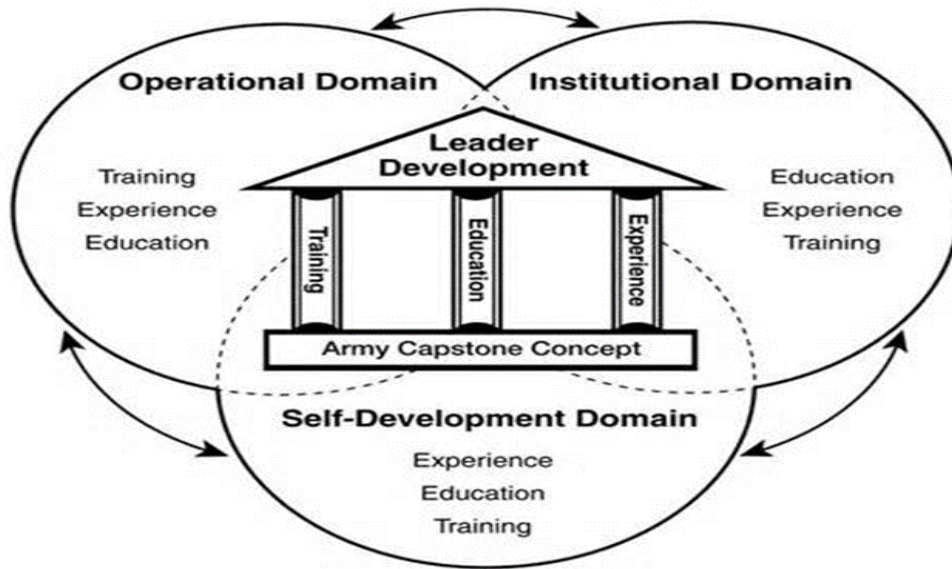


Figure 6. Army Leader Development Model

Source: Department of the Army, *Army Leader Development Strategy* (Washington, DC: U.S. Government Printing Office, 2013), 8.

The institutional domain consists of all support and administrative organizations within the Army to include initial training centers, professional education schools, advanced civil schooling, training with industry, and educational fellowships. The institution domain provides the knowledge and develops the leadership attributes and competencies at the right time necessary for increased responsibility at the current and future rank or grade.⁶⁸

The majority of leader development occurs within the operational domain. The operational domain consists of deployable or operational units. The training and education received within this domain enables young leaders to achieve technical competence and allows for mid-grade leaders to further develop their ability to lead units

⁶⁸ Ibid.

and organizations. The activities conducted during training for or execution of planning, preparing, executing, and assessing unified land operations are essential parts of developing leaders in the operational domain.⁶⁹

Leaders in the operational domain develop their subordinates by adhering to the principles of leader development as outlined in ADRP 7-0, *Training Units and Developing Leaders*. These principles are the following:

1. Lead by example.
2. Develop subordinate leaders.
3. Create a learning environment for subordinate leaders.
4. Train leaders in the art and science of mission command.
5. Train to develop adaptive leaders.
6. Train leaders to think critically and creatively.
7. Train your leaders to know their subordinates and their families.

The self-development domain bridges the learning gaps between the operational and institutional domains and sets conditions for an individual's continuous learning and growth. The *Army Leader Development Strategy* (2013) describes the three variations of self-development: structured self-development, which are mandatory learning modules to meet specific learning objectives and requirements; guided self-development, which is recommended, but optional learning that is intended to enhance professional competence; and personal self-development which is self-initiated learning to meet personal training, education, and experiential goals.⁷⁰

⁶⁹ Ibid.

⁷⁰ Ibid.

Army Attribute Development Programs

The following section provides a brief history and overview of the current Army programs that are assisting in the development of leader attributes. These programs are categorized in AR 350-1, *Army Training and Leader Development* (2014), as “human dynamics” training. Human dynamics as defined by the Department of Defense is “the actions and interactions of personal, interpersonal, and social/contextual factors and their effects on behavioral outcomes.”⁷¹ This definition is similar to the Army’s description of the term attribute. ADRP 6-22, *Army Leadership* (2012) states “attributes shape how an individual behaves and learns within an environment.”⁷² The figure below summarizes the training and education requirements for each program at the operational and institutional level.

⁷¹ Office of the Under Secretary of Defense for Acquisition, Technology, and Logistics, *Report of the Defense Science Board Task Force on Understanding Human Dynamics* (Washington, DC: U.S. Government Printing Office, 2009), 1.

⁷² Department of the Army, *Army Leadership*, 1-6.

Program	Reference	Training Frequency	Required Time	Additional Educational Requirements
SHARP	AR 600-20	In-processing / Semi-Annual/ Pre and Re-deployment	3 hours per session	Advis or – 2 weeks
				SARC/ VA – 7 weeks
Equal Opportunity	AR 600-20	Quarterly	~ 2 hours per session	Equal Opportunity Advis or – 15 weeks
Army Values	AR 600-20	Annual	1 hour per session	None
Resilience and Performance Enhancement Training	Army Directive 2013-07, 25 March 2013	On-going	As needed – no required time	Level 1 MRT – 2 weeks
Army Suicide Prevention Program	AR 600-63	Annual/ Re-deployment	4 hours per session	Gatekeeper - 40 hours
Army Substance Abuse	AR 600-85	Annual/ Re-deployment	4 hours per session	UPL – 40 hours

Figure 7. Human Dynamics Training and Education Requirements

Source: Adapted by Author from Department of the Army, Army Regulation (AR) 350-1, *Army Training and Leader Development* (Washington DC: U.S. Government Printing Office, 2014), 167.

Sexual Harassment/ Assault Response and Prevention Program (SHARP)

In 2004, the Acting Secretary of the Army established a task force to review Army policies on reporting and addressing allegations of sexual assault. The subsequent findings of this task force led to the development of the Sexual Assault Prevention and Response (SAPR) program which included a new victim advocacy component and a coordinated sexual assault response effort. After sexual harassment was determined to be a precursor to sexual assault, the Equal Opportunity Program's Prevention of Sexual Harassment (POSH) training was integrated into the Army's SAPR program. This led to

the 2008 transformation of the Army SAPR program into the current Sexual Harassment/Assault Response and Prevention (SHARP) Program.⁷³

The SHARP Program's mission statement is “to reduce with an aim toward eliminating sexual offenses within the Army through cultural change, prevention, intervention, investigation, accountability, advocacy/response, assessment, and training to sustain the All-Volunteer Force.”⁷⁴ In order to achieve this mission, the SHARP program promotes cultural change across the Army with a vision toward a culture of discipline and respect in which Soldiers intervene in sexual harassment and sexual assault to protect one another.⁷⁵ Army wide training about sexual harassment and assault coupled with an intensive educational curriculum for first responders are key elements to the success of the program.

Equal Opportunity Program

The Army's Equal Opportunity (EO) Program was established to diffuse racial and ethnic confrontations that occurred within the Army in 1969 and 1970. Based on the results of task force studies and Soldier surveys conducted during this time, an actual or perceived issue of discrimination was evident and moral in the Army was at an all-time low. Since 1970, the Army EO program has been continuously reviewed and updated to

⁷³ Department of the Army, “Sexual Harassment/Assault Response and Prevention (Sharp) Program,” accessed April, 1, 2016, <http://www.army.mil/standto/archive/2011/03/29/>.

⁷⁴ Department of Army, “I A.M. Strong,” accessed March 30, 2016, http://www.sexualassault.army.mil/Template-IamStrong.cfm?page=iam_mission.cfm.

⁷⁵ Ibid.

ensure combat readiness of the force and to keep pace with the ever changing national EO policies.⁷⁶

The Army's EO Program seeks to cultivate and sustain an environment of inclusion as an essential component of the Army's overall strategy for human capital. The Army EO's mission is "to formulate, direct, and sustain a comprehensive effort to maximize human potential to ensure fair treatment for military personnel, family members and civilians without regard to race, color, gender, religion, age, disability or national origin."⁷⁷ The Army mandates EO and diversity training for all its members. This is accomplished through unit or organizational class sessions facilitated by trained EO representatives. Self-development opportunities in diversity are available with monthly cultural awareness presentations.

The Adjutant General (AG) School, Soldier Support Institute, serves as the EO training proponent for the Army. The AG School develops and maintains the *Equal Opportunity Leader Course* (EOLC), provides assistance and instructional materials to schools across the Army, develops and evaluates the Training Support Package (TSP) for Army Service Specific Training for the Defense Equal Opportunity Management Institute (DEOMI), as well as maintaining Training Circular (TC) 26-6, *Commander's EO*

⁷⁶ Fort Benning Equal Opportunity Program, "History of the Army Equal Opportunity Program," accessed March 26, 2016, <http://www.benning.army.mil/mcoe/eo/content/pdf/History.pdf>.

⁷⁷ Department of the Army, "Mission Statement of the Army's Equal Opportunity Program," accessed February 1, 2016, <http://www.armyg1.army.mil/eo/default.asp>.

Handbook (2009). Additionally, the AG School develops and maintains EO training for Professional Military Education (PME) taught during OES/NCOES service schools.⁷⁸

Army Values Training

Army Values training is not a program. However, it is a training requirement for all Army members. Due to the importance placed on these values in Army doctrine, this training was included in the literature review and chapter four's analysis. The organization responsible for developing Army Values training is the Center for the Army Profession and Ethic (CAPE).

CAPE was initially established as the Army Center of Excellence for the Professional Military Ethic (ACPME) in 2008. In 2010, it was re-designated as the Center for Army Profession and Ethic and realigned to the Mission Command Center of Excellence (MCCoE) under TRADOC. CAPE is the proponent for the Army Profession, the Army Ethic, and Character Development. Its key tasks include the creation and integration of the Army Profession, the Army Ethic, and character development doctrine into training, professional military education, the civilian education system, and all Army operations. CAPE also leads Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel and Facilities (DOTMLPF) initiatives to reinforce the Army Profession, Army Ethic, and culture.⁷⁹

⁷⁸ Soldier Support Institute, "Welcome page of the EO Training Component of the US Army," accessed March 31, 2016, <http://www.ssi.army.mil/!EOTP/default.htm>.

⁷⁹ Statement taken from CAPE's website, accessed January 24, 2016, <http://cape.army.mil/mission.php>.

CAPE has full spectrum for training material on all areas of ethics to include Army Values training. Additional, TSPs include topics on trust, the Army profession, and honorable service. These packages are downloadable from CAPE's website and are tailored for institutional, organizational, and self-development use.

Resilience and Performance Enhancement Training

Since 2009, the Comprehensive Soldier and Family Fitness Program (CSF2) has become the Army's main prevention tool to combat negative behaviors and enhance psychological resilience throughout the force. CSF2 defines resilience as "an essential element in the mental, emotional, and behavioral ability to cope with and recover from the experience, achieve positive outcomes, adapt to change, stay healthy and grow from the experience."⁸⁰ CSF2 medical professionals believe that resilience is closely linked to performance and that a resilient individual is better able to leverage mental and emotional skills and behavior that promotes optimal human performance.

Performance enhancement in the military consists of a combination of approaches and techniques that can enhance an individual's performance to successfully accomplish their mission. Performance enhancement goes beyond simply resisting challenges; rather, it means functioning at an optimal level to face new challenges.⁸¹ CSF2 resources and manages Resilience and Performance Enhancement Training Centers at select

⁸⁰ Information is available at the Comprehensive Soldier and Family Fitness (CSF2) website. The American Psychological Association (APA) has a similar definition for resilience. APA defines resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress.

⁸¹ Department of the Army, Army Regulation (AR) 350-53, *Comprehensive Soldier and Family Fitness* (Washington, DC: U.S. Government Printing Office, 2014), 19.

installations throughout the Army. Trained professionals are available at these sites to facilitate performance enhancement techniques.

Army Suicide Prevention Program

Stress is expected in today's operating environment. The Center for Army Leadership: Annual Survey of Leadership (CASAL) noted that work related stress levels have steadily increased over the years, with 23 percent of Army leaders reporting stress as a serious problem and 60 percent reporting it is a moderate problem. Over half of these leaders stated that work stress has negatively impacted their well-being. While the Army has increasingly promoted seeking help for stress, two-thirds of the leaders surveyed did not feel that their work environment fostered seeking help as an option.⁸²

Army policy dictates that it is the responsibility of every leader to integrate and administer suicide prevention programs for their organization while creating an environment that encourages help-seeking behaviors. The Army's Suicide Prevention Program (ASSP) is a leader driven program and is based on the policies and actions of positive and caring leaders at all levels.⁸³ The strategy and supporting elements of the ASSP are built on the premise that suicide prevention can be accomplished through education, awareness, and intervention. The ASSP places enormous emphasis on the role of positive leadership in the prevention of suicide and the establishment of a supportive

⁸² Ryan P. Riley, Josh Hatfield, and Tyler E. Freeman, "2014 Center for Army Leadership: Annual Survey (CASAL): Military Leader Findings" (Technical Report 2015-01, Leadership Research, Assessment and Doctrine Division, Fort Leavenworth, KS, 2015), vii.

⁸³ Department of the Army, Army Regulation (AR) 600-63, *Army Health Promotion* (Washington, DC: U.S. Government Printing Office, 2014), 17.

work environment. The ASSP provides all Army members with resources for suicide awareness, intervention skills, and prevention methodologies. The goal of the ASSP is to reduce the risk of suicide by educating Soldiers, Army Civilians, and Family Members to recognize signs of imminent danger and take immediate action to save a life.⁸⁴

Army Substance Abuse Program

Unfortunately, the military has a long history of service members using illegal drugs and abusing alcohol. In 1971, it was estimated that 42 percent of U.S. military personnel in Vietnam had used opioids at least once, and half of these individuals were reported to be physically dependent on these drugs. Alcohol abuse was also rampant during this timeframe. In response to this epidemic, Congress passed Public Law (PL) 92–129 which mandated that the Secretary of Defense develop programs for the identification (ID), treatment, and rehabilitation of alcohol or other drug dependent persons in the Armed Forces.⁸⁵ This directive led to the Army establishing a comprehensive program that centered around preventing and controlling the abuse of alcohol and other drugs.

The Army Substance Abuse Program’s (ASAP) mission is “to strengthen the overall fitness and effectiveness of the Army’s workforce, to conserve manpower and enhance the combat readiness of Soldiers.”⁸⁶ Objectives for the program include the following:

⁸⁴ Ibid.

⁸⁵ Department of the Army, Army Regulation (AR) 600-85, *The Army Substance Abuse Program* (Washington, DC: U.S. Government Printing Office, 2012), 1.

⁸⁶ Ibid.

1. Provide services which are proactive and responsive to the needs of the Army's workforce and emphasize alcohol and other drug abuse deterrence, prevention, education, and rehabilitation.
2. Implement alcohol and other drug risk reduction and prevention strategies that respond to potential problems before they jeopardize readiness, productivity, and careers.
3. Restore to duty those substance-impaired Soldiers who have the potential for continued military Service.
4. Provide effective alcohol and other drug abuse prevention and education at all levels of command, and encourage commanders to provide alcohol and drug-free leisure activities.⁸⁷

The goal of the ASAP program is to eliminate the effects of alcohol and drug abuse in the Army through prevention, early identification, and rehabilitation. Training and education material for all Army service members, civilians and family members is available at ASAP's website. Personnel who are appointed to serve as a Unit Prevention Leader (UPL) require additional education and professional development.

Summary

The literature review confirmed the need for Army leaders to have certain attributes to effectively lead in the current operating environment. National Security Strategies and Joint and Army doctrine are consistent in the attributes required of a leader. These include but are not limited to the following: character, trustworthiness,

⁸⁷ Ibid.

presence, resilience, intellect and interpersonal tact. Programs and organizations such as CAPE, SHARP, EO ASSP, ASAP, and CSF2 compliment and contribute to the leader's attribute development process. Therefore, it is important in today's resource constrained environment to identify the opportunities within these programs and organizations to improve cost, messaging, and effectiveness.

CHAPTER 3

RESEARCH METHODOLOGY

The time will come when diligent research over long periods will bring to light things which now lie hidden. A single lifetime, even though entirely devoted to the sky, would not be enough for the investigation of so vast a subject... And so this knowledge will be unfolded only through long successive ages. There will come a time when our descendants will be amazed that we did not know things that are so plain to them... Many discoveries are reserved for ages still to come, when memory of us will have been effaced.⁸⁸

— Seneca, *Natural Questions*

Overview

The chapter describes the research methodology used to achieve the purpose of the study and answer the primary research question: What are the opportunities to improve cost, messaging, and effectiveness of programs that assist in leader attribute development? Through the process of research, this thesis intends to compare, analyze and identify gaps or inefficiencies inherent in these programs to inform and recommend solutions for leader development redesign to the Army G3/5/7.

Research Process

The research process was categorized into five parts. First, a review of National Security Strategies and Joint and Army doctrine was conducted in chapter 2 to identify the leader attributes needed in today's leaders. Second, the Army's leader development strategy and process was reviewed in chapter 2 to establish a standard for assessment. The information from the literature review is used to accomplish steps three through five.

⁸⁸ Translated in 1971 by Thomas Corcoran in his books *Seneca's Natural Question Books 1-3*.

During step three, the curriculum of the specified programs was assigned a grade based on the coverage of each required attribute. The fourth step consisted of an analysis of each program's delivery domain and leader development components to assess the program's effectiveness in developing leader attributes. Finally, these programs were compared to each other to discover areas for improvement and/or success. The results of the analysis in chapter 4 drives the recommendations listed in chapter 5.

Data Collection Methods

The data collection method for this thesis consists of a case study approach of the programs that complement the attribute development of Army leaders. Case studies, as described by Creswell and Yin (2014), are a useful method for conducting qualitative research for problem areas that are human-centric, dynamic, volatile, and contain a mix of stakeholders, interests, variables and information concepts that demand a deep understanding of context in order to produce informed policy choices.⁸⁹ Case studies are appropriate and useful when the goal of the research is to inform or persuade policy makers about the rich and deep context of a setting associated with complex human issues where the goal is to take informed action to improve the situation. They make an explicit trade-off in favor of making informed policy choices in a strictly defined setting over the purpose of generating broad theoretical knowledge that has a wide applicability beyond the boundaries of the chosen setting. Case study designs look at how different types of knowledge and the associated methods of gathering, analyzing and making sense

⁸⁹ Statement is a compilation of material from John W. Creswell, J and Robert K. Yin and presented by Dr. Kenneth Long during his 2015 lectures to students at the Command and General Staff College.

of information can be mixed to create a rich and deep understanding of the research area.⁹⁰

Dr. Kenneth Long describes the practical application of the case study method within the Army's Command and General Staff College (CGSC) Masters in Military Arts and Science (MMAS) program over a five-year period. He identified a set of critical decisions that can guide a case study design to satisfy the purpose of either informing or persuading policy decision makers. By addressing each of the key points of that design model the MMAS case study can make a systematic, consistent and aligned argument for their research design.⁹¹

Data Analysis Method

Data for this thesis was collected and organized with the intent of developing an objective analytical review. The Capability Based Analysis (CBA) model is used for analyzing each program's attribute coverage and assess the delivery of the program using the domains of operational, institutional, and self-development. These programs are also evaluated based on the leader development components of training, education, and experience. After the analysis is complete, the criterion of feasible, acceptable, and suitable (FAS) are used to evaluate recommendations or courses of action in chapter 5.

⁹⁰ Statement is a compilation of material from Dawson R. Hancock and Bob Algozzine, 2011 and Y-C Gagnon, 2010 and presented by Dr. Kenneth Long during his 2015 lectures to students at the Command and General Staff College.

⁹¹ Kenneth Long, "Research Methods Seminar: Case Studies in the MMAS Program" (Instructor lecture, US Army Command and General Staff College, Ft Leavenworth, KS, 2015).

According to Long (2016), the use of models and criteria such as the CBA and FAS “ground the researcher firmly in the professional context of military policy decision makers and stakeholders and allows them to concentrate on content and argumentation because of the use of professionally accepted models and processes that have stood the test of time for practicality and utility.” Long (2016) continues with, “using a “reasonable professional standard, the researcher can proceed to engage the chief decision maker within the context of an acceptable model for purposes of making progress within the tightly scoped problem/opportunity space of the case study, and leave to other researchers the inquiry into improving, validating, or critiquing the professional standards of practice being employed.”⁹²

⁹² Kenneth Long, “Case Studies in Action: A Practical Method for Gaining Useful Insights in the Military Masters of Arts and Sciences Program,” *Developments in Business Simulation and Experiential Learning*, no. 43 (2016).

CHAPTER 4

ANALYSIS

In order to conduct a comparative analysis, an assessment of the attributes required for Army leaders to support the future requirements was developed through an analysis of the literature review in chapter 2. The following is a step-by-step narrative of the process.

Step 1 - Determination of Leader Attributes

After a thorough review of National Security Strategies, and Joint and Army doctrine, the researcher has determined that these documents are consistent in the attributes needed for a successful leader. Descriptions such as agile, adaptive, strong character, trustworthy, resilient, and interpersonal tact are terms used throughout all these documents. The ALRM's attributes of character, presence, intellect, and their associated attributes, are a good representation of these characteristics and are used as a criteria standard for evaluating the specified programs.

Step Two—Army Leader Development Process

Army members acquire and use their training, education, and experience to develop as leaders in three domains: institutional, operational, and self-development. This is the way in which the Army develops its leaders thus, all programs designed to assist in this development are evaluated against this model (*Army Leader Development Model*).

Step Three–Attribute Assessment and Grading

Each program was graded on how well an attribute was covered within the overall program. The figure below illustrates the standard for grading.

Rating	Character	Presence	Intellect
A	Attribute is clearly covered in program	Attribute is clearly covered in program	Attribute is clearly covered in program
B	Attribute is somewhat covered in program	Attribute is somewhat covered in program	Attribute is somewhat covered in program
C	Attribute is minimally covered in program	Attribute is minimally covered in program	Attribute is minimally covered in program
U	Attribute is not present in program	Attribute is not present in program	Attribute is not present in program

Figure 8. Attribute Grading Criteria Matrix

Source: Created by Author.

These grades are based on the definition of each attribute presented in ADRP 6-22, *Army Leadership* (2012). The following are the definitions used for this evaluation:

1. Character - factors internal and central to a leader, which make up an individual's core and are the mindset and moral foundation behind actions and decisions. Leaders of character adhere to the Army Values, display empathy and the Warrior Ethos/Service Ethos, and practice good discipline.⁹³

⁹³ Department of the Army, *Army Leadership*, 3-1.

2. Presence - how others perceive a leader based on the leader's appearance, demeanor, actions, and words. Leaders with presence demonstrate military and professional bearing, fitness, confidence, and resilience.⁹⁴
3. Intellect - mental tendencies or resources that shape a leader's conceptual abilities and affect a leader's duties and responsibilities. Leaders with high intellect are mentally agile, good at judgment, innovative, tactful around others, and expert in technical, tactical, cultural, geopolitical, and other relevant knowledge areas.⁹⁵

Step Four-Program Assessment

The results of the attribute analysis for each program are then combined with the results of analysis of the following evaluation criteria: does the program use all delivery domains and leader development components of the Army leader development process? The figure below illustrates the standard for assessment.

⁹⁴ Ibid., 4-1.

⁹⁵ Ibid., 5-1.

Rating	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)
A	All three covered in curriculum	Material is taught or available in all domains	All components used
B	2 out of 3 attributes covered in curriculum	Material is taught or available in 2 out of 3 domains	2 out of 3 components used
C	1 out of 3 attributes covered in curriculum	Material is taught or available in 1 out of 3 domains	1 out of 3 components used

Figure 9. Program Comparative Analysis Criteria Matrix

Source: Created by Author.

Results of Step Three and Step Four

Sexual Harassment and Assault Response and Prevention (SHARP) Program

The Department of Defense mandates sexual harassment/ assault training and education for all military members.⁹⁶ AR 600-20, *Army Command Policy* (2014), specifies the requirements for SHARP training and education for all Army members to include Army Civilians. According to this regulation, SHARP training is required thirty days after in-processing into a unit and on a semi-annual basis thereafter. There are four categories of SHARP training: professional military education (PME) training, unit level training, pre-deployment training, and responder training.

Commander requirements for implementing and sustaining SHARP training are also outlined in AR 600-20. This training should be scenario based, using real life

⁹⁶ See the Sexual Assault and Prevention Response website for all a listing of all DoD and individual service directives and policies.

situations to demonstrate the entire cycle of reporting, response, and accountability procedures and be inclusive of audience and group participation. The importance of living the Army Values “to promote respect and dignity and to reinforce the Army’s commitment to the Warrior Ethos” is to be included in all SHARP training sessions.⁹⁷ Individuals conducting training must use formal SHARP training packages to ensure consistency and effectiveness.⁹⁸

Currently, six hours of annual SHARP training are required at the operational level. The Army approved SHARP unit refresher training is a two-part process. The first part is called *Face to Face* and consists of a three-hour presentation facilitated by a SHARP trained individual. The slides for this presentation are available through a training support package (TSP) on the *Army Training Network* (ATN). The second portion of unit refresher training is on-line and is titled *Standing Strong*. Upon completion of the on-line portion, an exam is given covering the material from both training sessions. The learner is certified SHARP trained once the exam is complete.

The topics covered during the two training sessions include sexual assault and harassment definitions, Army policies, and SHARP procedures. Attribute areas such as Army values, resiliency, sound judgement, and character are not discussed within these programs of instruction leaving it up to the learner to tie these themes into the overall SHARP messaging.⁹⁹

⁹⁷ Department of the Army, Army Regulation (AR) 600-20, *Army Command Policy* (Washington, DC: U.S. Government Printing Office, 2014), 81.

⁹⁸ Ibid.

⁹⁹ A review of the 2014 SHARP Training Material for: Annual Unit Refresher/Pre- and Post-Deployment Training (URT) Version 7.5.

Pre-deployment SHARP training includes information about the customs of the host country and any coalition partners. This training also includes DOD and specific Army policies about sexual assault prevention, prosecution of offenders, care of victims, and risk reduction factors that are tailored to the specific deployment locations. Upon the completion of a deployment, Army members receive SHARP training as part of reintegration activities.¹⁰⁰ The TSP used for annual unit refresher is also used for pre and post deployment SHARP training.

SHARP training at the institutional level is progressive and sequential and occurs at each stage of a leader's professional education process. Different techniques are used for SHARP at this level to include professional speakers, survivor panels, and small group discussion. These delivery techniques allow for an open dialogue among the participants about the value of trust and respect in regards to sexual harassment/assault. Resilience is another topic that usually surfaces during these discussions.

Command selected and vetted primary responders and advisors attend the required level of professional education for their appointed position. Unit level SHARP advisors attend an 80-hour foundations course that is usually taught at the local installation. Individuals that hold SHARP positions at the brigade level and above attend a seven-week training course at the SHARP Academy in Fort Leavenworth, Kansas. The SHARP Academy's mission is to "educate, train, and support highly competent and effective SHARP professionals across all components of the Army." In addition, the SHARP Academy functions as a leader in the Army's efforts to build a culture of dignity

¹⁰⁰ Department of the Army, *Army Command Policy*, 82.

and respect based on the Army Ethic.”¹⁰¹ Character, presence, and several associated attributes of intellect (interpersonal tact, sound judgement, and expertise) are reoccurring themes in the curriculum taught at the SHARP Academy.

Attribute/ Program	Character	Presence	Intellect	Overall Score
SHARP	A - All sub components of character are in curriculum in most areas of the curriculum (operational domain lacking topic discussion)	A- All sub components of presence are in curriculum and in most areas of the curriculum. (operational domain lacking topic discussion)	B+ Most sub components of intellect are in curriculum (interpersonal tact, sound judgement, expertise) in most areas of the curriculum (operational domain lacking topic discussion)	A -

Figure 10. SHARP Program Attribute coverage

Source: Created by Author.

Self-development opportunities relating to sexual harassment/ assault identification and prevention are available through different delivery techniques. For example, guest speakers who are subject matter experts on SHARP related topics are available for organizational events. These presentations are usually open to the public. Another example is commander suggested reading lists. On most of these lists are one or two books focused on the topics of dignity and respect, gender integration, and the importance of trust. The SHARP Program also has a large selection of reading material, videos, and webinars available at its knowledge center on AKO.

Overall, the SHARP program is moving towards its goal of educating the force on sexual harassment/assault at the institutional level, however, its messaging is flawed at

¹⁰¹ SHARP Academy, “Mission statement,” accessed April 4, 2016, <http://usacac.army.mil/schools-and-centers/sharp-academy>.

the operational level. This is mostly due to the lack of coverage of required attributes in the mandated unit level SHARP TSP and its 93-page lesson plan. It is dependent on the facilitator of the training to tie in these attributes to the discussion of sexual harassment/assault prevention. It is not until individuals attend the two-week SHARP advisor course that attribute topics are introduced into the lesson plan.

Program and Mission Statement	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)	Overall Score
SHARP “reduce with an aim toward eliminating sexual offenses within the Army through cultural change, prevention, intervention, investigation, accountability, advocacy/response, assessment, and training to sustain the All-Volunteer Force”	A- Minimal coverage at the operational level with approved training support packages	B Message at the operational level is flawed. TSP consists of policies, definitions, processes and not attribute development as a means of prevention.	A Training and education supports the experience of the leaders	A-

Figure 11. SHARP Program overall assessment

Source: Created by Author.

Equal Opportunity Program (EO)

The purpose of the EO Program is to “formulate, direct, and sustain a comprehensive effort to maximize human potential and to ensure fair treatment for all persons based solely on merit, fitness, and capability in support of readiness.”¹⁰² It is a commander’s program, making it the commander’s responsibility to ensure that quarterly

¹⁰² Department of Army, *Army Command Policy*, 54.

EO training occurs. Training is to be conducted in a small group and be interactive. The following are areas of focus for operational and institutional level EO training:

1. EO objectives policies, and complaint procedures.
2. Behavioral characteristics of EO problems and other areas including racism, sexism, prejudice, dignity and respect, cultural and social issues, perceptions, methods for resolving interpersonal conflict, managing conflict, behaviors that promote ethnic and gender awareness, consideration of others, and cultural awareness.
3. Unit cohesion and teamwork; importance of honest and open interpersonal communication in promoting a healthy unit climate.

Senior leaders and future commanders receive similar training. However, included in their PME are aspects on EO policy and positive command climate establishment. EO training at the Army War College and the Pre-Command Course includes the following topics:¹⁰³

1. Planning and resourcing the implementation of the Army's EO program.
2. Creating positive command climates that promote fair and equal treatment and that create opportunities for all Soldiers, civilians, and Family members.
3. Conducting unit climate assessments, analyzing the data, and using feedback to improve living and working environments.
4. Promptly investigating complaints and incident reports, taking action against offenders, correcting conditions and situations that could lead to incidents/complaints, and implementing actions to prevent recurrence.

¹⁰³ Ibid., 66.

5. Utilizing EOAs to monitor unit environment and to assist in the development of unit training and in the resolution of complaints.
6. Planning and conducting special/ethnic observance activities.

Attribute/ Program	Character	Presence	Intellect	Overall Score
EO Program	A All sub components of character covered in all delivery domains.	A- Most sub components of presence are in curriculum (resilience, military and professional bearing, confidence) in all delivery domains.	A- Most sub components of intellect are in curriculum (interpersonal tact, sound judgement, expertise) and all delivery domains	A-

Figure 12. EO Program attribute coverage

Source: Created by Author.

EO training is facilitated at all levels by either an Equal Opportunity Advisor (EOA) or a unit Equal Opportunity Leader (EOL). Training support packages for initial entry units (both officer and enlisted), brigade and below units, and commanders are available on-line. Selected unit personnel attend a two week course at the local installation to become qualified to serve as an EOL. Qualified officers and NCOs are selected by the Commanding General of the Army Human Resource Command for duty as a EO Program Manager or an EOA. Once selected, these individuals attend a 15 week course at the Defense Equal Opportunity Management Institute (DEOMI) before filling their position.¹⁰⁴

The EO Program offers many opportunities for self-development. The most recognizable opportunity is the monthly ethnic observances which are planned,

¹⁰⁴ Ibid., 63.

coordinated, and resourced by the local EO Program. These observances are conducted to improve cross-cultural awareness among all Army members and recognize the achievements and contributions made by members of specific racial, ethnic, or gender groups in our society. The observances also promote understanding, teamwork, harmony, pride, and esprit among all groups.¹⁰⁵ Other EO Program self-development opportunities include suggested reading lists, self-paced on-line courses, and guest speakers.

The EO Program is successful in the integration of the required attributes into training, educational, and self-development components. EO messaging is also consistent through all delivery domains. The EO Program uses a progressive and sequential format in its approach with education and training at all levels being built off of the philosophy of fairness, justice, and equity for all.

Program and Mission Statement	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)	Overall Score
EO “to formulate, direct, and sustain a comprehensive effort to maximize human potential to ensure fair treatment for military personnel, family members and civilians without regard to race, color, gender, religion, age, disability or national origin”	A Good coverage of all three attributes using all components and delivery domains.	A Message is consistent within all domains.	A Training and education supports the experience of the leaders	A

Figure 13. EO Program overall assessment

Source: Created by Author.

¹⁰⁵ Ibid., 67.

Army Values Training (CAPE)

The purpose of Army Values training is to provide sustainment of the Army's core values while furthering the development of character in Army members.¹⁰⁶ Leader development as defined by the Army states the following:

The deliberate, continuous, sequential and progressive process, grounded in Army values that grows Soldiers and Civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through the development of institutional, operational and self-development.¹⁰⁷

According to ADRP 6-22, *Army Leadership* (2012), leaders who meet national expectations and adhere to Army Values form the basis of leadership. ADRP 6-22 states that the Army Values "consist of the principles, standards, and qualities considered essential for successful Army leaders."¹⁰⁸ These values are fundamental to helping all Army members make the right decision in any situation. Leaders who understand and live these values have the required attributes and competencies of the ALRM, therefore, Army Values training provides coverage of all leader requirements.

CAPE is the proponent for the development of Army Values training. A TSP is available on CAPE's website consisting of videos, ethical case studies, and facilitator tips. Army Values training is different in many ways from the other assessed programs. First, there is not a lesson plan associated with the training and the delivery of the material is at the facilitator's discretion. Second, the TSP states that the facilitator should be a leader. However, there is no rank or special training requirements listed within the

¹⁰⁶ Department of the Army, *Army Training and Leader Development*, 233.

¹⁰⁷ Ibid.

¹⁰⁸ Department of the Army, *Army Leadership*, 3-1.

TSP that guides the selection of the leader facilitator. Third, the training uses the Case Method to allow for practice of ethical decision-making in the participants of the training.¹⁰⁹ Finally, while Army Values training is required at both operational and institutional level there are not separate TSPs to accommodate these different environments.

The training is focused on instilling the Army Values in all members of the force. Since there is not a lesson plan to analyze, then the definition of each value is reviewed in order to assign a grade for attribute coverage. The Army Values are the following:

1. Loyalty - Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other Soldiers.
2. Duty - Fulfill your obligations.
3. Respect -Treat people as they should be treated.
4. Selfless Service -Put the welfare of the Nation, the Army, and subordinates before your own.
5. Honor - Live up to all the Army Values.
6. Integrity - Do what's right, legally and morally.
7. Personal Courage - Face fear, danger or adversity (physical or moral).

¹⁰⁹ An ethical case study is a story that presents a group of participants with a problem, dilemma or conflict in a situation that has personal and/or professional moral/ethical considerations. According to CAPE, using the Case Method with the ethical case study allows practice of ethical decision-making and promotes the development of character.

Attribute/ Program	Character	Presence	Intellect	Overall Score
Army Values Training	A - All sub components of character (Army Values, Empathy, Warrior Ethos, Discipline) covered in most delivery domains.	A - All sub components of presence covered in most delivery domains.	A - All sub components of intellect covered in most delivery domains.	A -

Figure 14. Army Values training attribute coverage

Source: Created by Author.

CAPE does not effectively use all domains of delivery for this training. While Army Values training is the same for the operational and institutional level, all of the scenarios are at a tactical level. These scenarios do not reflect situations that senior leaders at the institutional level may encounter. However, CAPE does offer additional TSPs to supplement Army Values such as ethics and trust. A library of additional readings, videos, case studies, and virtual simulators are also available for self-development.

CAPE's Army Values Training incorporates the training and experience components of leader development with the ethical case method, however, the education component is absent. This is because Army Values is a training requirement and is not a program governed by policy or regulations.

Program and Mission Statement	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)	Overall Score
Army Values Training	A- Good coverage of all three attributes using all components and most delivery domains.	A- Message is consistent within all domains. However, TSPs need to be developed to address different levels of leadership	B Education component is missing due to Army Values being training and not a program.	A-

Figure 15. Army Values training overall assessment

Source: Created by Author.

Comprehensive Soldier and Family Fitness (CSF2)

The Army established CSF2 to increase the resilience and enhance the performance of Soldiers, Families, and Army Civilians. It is the Army's belief that a resilient and fit individual is better able to leverage intellectual and emotional skills and behaviors that promote enhanced performance and optimize their long-term health.¹¹⁰ CSF2's curriculum is designed to instill Soldiers with coping mechanisms that support the five dimensions of strength: emotional, social, spiritual, and family fitness. These mechanisms include using mental coping strategies, developing and expressing positive emotions, maintaining an optimistic life view, and the development and growth of social relationships. CSF2 provides hands-on training and self-development tools so that members of the Army are better able to cope with adversity, perform better in stressful situations, and thrive in life.¹¹¹ An individual's growth in these dimensions parallels the

¹¹⁰ Department of the Army, *Comprehensive Soldier and Family Fitness*, 6.

¹¹¹ Statement is from the Comprehensive Soldier and Family Fitness (CSF2) website, accessed January 31, 2016, <http://csf2.army.mil/faqs.html>.

growth of the required leader attributes. Due to this close relationship, the attributes are covered extremely well within CSF2's curriculum.

Attribute/ Program	Character	Presence	Intellect	Overall Score
CSF2	A- Most sub components (Army Values, Empathy, Warrior Ethos) of character covered in all delivery domains.	A All sub components of presence covered in all delivery domains.	A All sub components of intellect covered in all delivery domains.	A

Figure 16. CSF2 attribute coverage

Source: Created by Author.

According to 350-53, *Comprehensive Soldier and Family Fitness* (2014), the purpose of the performance enhancement training is to “develop the full potential of Soldiers, DACs, and Families using a systematic process that expands the mental skills essential to the pursuit of personal strength, professional excellence, and the Warrior Ethos.”¹¹² These skills can be built at CSF2 training centers spread throughout most installations across the Army. CSF2 accomplishes its mission of increasing the physical and psychological health, resilience, and performance of Army members by providing instruction utilizing the following four training delivery methods:¹¹³

1. Online assessment and self-development training through the Army Fit web site.

¹¹² Department of the Army, *Comprehensive Soldier and Family Fitness*, 18.

¹¹³ Ibid.

2. Formal institutional resilience training at initial training and all levels of PME.
3. Unit/ community level resilience training.
4. Comprehensive Soldier and Family Fitness Training Center.

Resiliency and performance enhancement training for all members of the Army is an on-going process. There is no time or frequency requirement for the training, however, Soldiers are required to complete the Global Assessment Tool (GAT) annually. CSF2 recommends incorporating resiliency methodology into everyday activities. Resilience tools and methods are taught at the unit or community level by Level 1 Master Resilience Trainers (MRT). Within the CSF2 training centers are more advanced trained MRTs. The education requirements for these positions are the following:¹¹⁴

1. Level 1 MRT –are the basic, entry-level trainer who is responsible for small group (25-30 personnel) resilience and performance enhancement training in the unit/ACS Center and community. The Level 1 MRT course is two weeks long.
2. Level 2 MRT- Facilitator (MRT-F) - assists in the instruction of Level 1 MRT courses along with performing their MRT's habitual unit CSF2 Program training responsibilities.
3. Level 3 MRT-API–this course is offered to MRT-Fs who excel in their role as MRT-Fs by demonstrating a significant depth of knowledge of the MRT materials, are exceptionally confident, have a personable presentation style,

¹¹⁴ Ibid., 9-14.

and also possess a high degree of motivation. The 5- day MRT-API course prepares the graduate to assist CSF2 in the delivery of the MRT course.

4. Level 4 MRT-PI - the lead instructor for the MRT-C. The MRT-PI provides leadership for his/her team of MRT-APIs and MRT-Fs, and ensures the smooth delivery of training in order to optimize participants' mastery of the material. The 10- day MRT-PI Course consists of experiential teaching and practical exercises, as well as student-led instruction in order to demonstrate depth of content, knowledge, and teaching ability.

Overall, CSF2 successfully utilizes all delivery domains and leader development components. The program also effectively covers the required attributes within its five dimensions of strength. Finally, advanced education and self-development opportunities are abundant within the CSF2 Program.

Program and Mission Statement	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)	Overall Score
CSF2 “Execute the CSF2 Program in order to increase the physical and psychological health, resilience, and performance of Soldiers, Families, and DACs.”	A Good coverage of all three attributes using all components and delivery domains.	A Message is consistent within all domains.	A Program uses all leader development components.	A

Figure 17. CSF2 overall program assessment

Source: Created by Author.

Army Substance Abuse Program (ASAP)

Training on substance abuse is an annual requirement for all Army members at the operational and institutional level. Each training session requires four hours of instruction on the effects and consequences of alcohol and other drug use along with describing which counseling and other substance abuse services are available at the installation.¹¹⁵ Training material for these sessions is available at the ASAP's website along with additional education resources.¹¹⁶ Unit Prevention Leaders (UPL) are responsible for facilitating these sessions.

The TSPs available on ASAP's website consist of presentations with a supported lesson plan. There are currently twenty-six TSPs with topics ranging from Army Values to heroin abuse. ASAP's newest training support package is *Warrior Pride*. This lesson plan is tied to the Army's new substance abuse campaign based on the Army Values and the Warrior Ethos. Within the *Warrior Pride* lesson plan, the attributes are discussed as prevention tools for not abusing substances.¹¹⁷

¹¹⁵ Department of the Army, *Army Substance Abuse Program*, 58.

¹¹⁶ All TSPs for ASAP are available at website, accessed April 4, 2016, <https://acsap.army.mil/public/resources/overview.jsp>.

¹¹⁷ Lesson plan available at <https://acsap.army.mil/public/facts/facts-training-packages.jsp>.

Attribute/ Program	Character	Presence	Intellect	Overall Score
ASAP	A- Most sub components (Army Values, Warrior Ethos, Discipline) of character covered in all delivery domains.	A All sub components of presence covered in all delivery domains.	B+ Most sub components of intellect (sound judgement, interpersonal tact, expertise) covered in most delivery domains.	A- Most sub components of character covered in all delivery domains.

Figure 18. ASAP attribute coverage

Source: Created by Author.

Advance education and certification is crucial to the Army's substance abuse prevention efforts. Individuals who are selected to serve as UPL must receive forty hours of education in unit drug testing procedures, prevention techniques, and ASAP policies. The local (non-clinical and clinical) garrison ASAP have additional staff positions that require advanced education which include the following:

1. Alcohol and Drug Control Officer (ADCO—Army and USAR) or Joint Substance Abuse Program Officer (JSAPO—NGB)
2. Prevention Coordinator (PC)
3. Drug Testing Coordinator (DTC)
4. Clinical Director (CD)

Overall, the ASAP program is addressing the required attributes of leaders. It is evident with its new Army campaign, *Warrior Pride*, an increased effort has been placed on ensuring these themes are incorporated into all of its leader development components. However, intellect and its associated attributes, while covered well in the education component, are lacking in the training component.¹¹⁸

¹¹⁸ Department of the Army, *Army Substance Abuse Program*, 59.

In regards to messaging, ASAP’s fundamental theme of “preventing, deterring, and reducing alcohol and other drug abuse” is consistent throughout all of its delivery domains. TSPs are also available for both the operational and institutional level along with self-development opportunities. Self-development opportunities vary by installation but include guest speaker presentations, substance abuse panels, and monthly campaign events.

Program and Mission Statement	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)	Overall Score
ASAP “to strengthen the overall fitness and effectiveness of the Army’s workforce, to conserve manpower and enhance the combat readiness of Soldiers.”	A- Good coverage of all three attributes using all components and most delivery domains.	A Message is consistent within all domains.	A Program uses all leader development components.	A

Figure 19. ASAP overall program assessment

Source: Created by Author.

Army Suicide Prevention Program (ASSP)

Suicide prevention and awareness training for all Army members serving in the operational and institutional level is an annual requirement. This four-hour training is focused on increasing awareness of suicide-risk factors and warning signs and available resources, and to encourage intervention with at-risk individuals.¹¹⁹“Ask, Care, Escort” (ACE) training is the Army’s approved suicide prevention and awareness training model for these sessions. ACE training support packages are located on the Army Suicide

¹¹⁹ Department of the Army, *Army Health Promotion*, 17.

Prevention website.¹²⁰ This training is to be conducted in small groups using an open discussion delivery method. In addition to the ACE training curriculum, the following topics are included in the annual training: the importance of behavioral health, stress reduction, life-coping skills, alcohol and/or drug abuse avoidance, financial responsibility, conflict management, and marriage and family-life skills. All Army leaders are to receive training on the current Army policy toward suicide prevention, suicide-risk identification, and early intervention with at-risk personnel.¹²¹

ACE training at the operational and institutional level consists mostly of prevention and intervention techniques. Most of the required attributes are covered in the ACE curriculum. However, there is more of a focus on the leader's intellect (sound judgement, interpersonal tact, and mental agility) and character (warrior/service ethos) than on presence. Minimal discussion of resilience and mental fitness is discussed in the ACE training support packages. Only when this training is supplemented with training aids and brochures is the importance of resilience and mental fitness revealed.¹²²

¹²⁰ All ACE and leader TSPs are located at the Public Health Command, Suicide Prevention Program website, accessed April 4, 2016, <https://phc.amedd.army.mil/topics/healthyliving/bh/Pages/SuicidePreventionEducation.aspx>.

¹²¹ Department of the Army, *Army Health Promotion*, 20.

¹²² Training aids, posters, and brochures covering the topics of resilience and mental/physical fitness are produced by the Public Health Command.

Attribute/ Program	Character	Presence	Intellect	Overall Score
ASSP	A - Most sub components (Army Values, Warrior Ethos) of character covered in all delivery domains.	A - Most sub components (Resilience and Mental Fitness) of presence covered in all delivery domains.	B+ Most sub components (sound judgement, interpersonal tact, and expertise) of intellect covered in most delivery domains.	A -

Figure 20. ASPP attribute coverage

Source: Created by Author.

Selected personnel receive advanced education on recognizing and helping individuals with suicide-related symptoms or issues. These individuals are known as gatekeepers. Gatekeepers are classified as either a “primary gatekeeper” (those whose primary duties involve primarily assisting those in need and more susceptible to suicide ideation) or “secondary gatekeepers” (those who might have a secondary opportunity to come in contact with a person at risk). Primary gatekeepers consist of medical, religious, and behavioral health professionals. Secondary gatekeepers consist of military police, youth workers, and Red Cross personnel.¹²³

In regards to delivery, ACE training is consistent in all domains. Training support packages are tailored to rank and positions with a separate package for Army Civilians. Self-development opportunities are abundant and available at several Army websites. ASSP also utilizes the leader development components effectively. During training or education sessions personal experiences from the facilitator and/or audience are incorporated into the lesson to assist with developmental growth of the participants.

¹²³ Department of the Army, *Army Health Promotion*, 19.

Program and Mission Statement	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)	Overall Score
ASSP “minimize suicidal behavior by reducing the risk of suicide for Active Army and RC Soldiers, Army Civilians, and Family members.”	A- Good coverage of character and intellect. Few sub components of presence covered in all delivery domains.	A Message is consistent within all domains.	A Program uses all leader development components.	A-

Figure 21. ASSP overall program assessment

Source: Created by Author.

Step Five—Comparison Analysis

During step five, the programs are compared using the results from steps three and four. This comparison identifies any potential gaps, opportunities for improvement or opportunities for standardization. These results form the basis for the recommendations offered in chapter 5.

Attribute Coverage Analysis

Programs identified by the Army as “human dynamics training” are focused on developing future leaders with the attributes needed to lead in a complex environment. Based on the analysis of the mandatory requirements for “human dynamics training,” it is evident that the Army is accomplishing its leader attribute development goals (see Appendix A). Attribute coverage in each of these programs ranges from a rating of “A” to a rating of “B+” with no major gaps. However, there are areas for improvement.

All programs are successful in their coverage of character. Army Values, Warrior Ethos, and discipline were attributes that were evident in all the reviewed TSPs at both the operational and institutional level. Empathy is present in all the programs except

ASAP and ASPP. This is a major deficit in these programs based on their mission statement and objectives.

According to *Psychology Today* (2016), empathy is the experience of understanding another person's condition from their perspective and is known to increase prosocial (helping) behaviors.¹²⁴ ASAP and ASPP both list active intervention as a means of preventing suicide or substance abuse. This type of intervention requires individuals to be empathetic to people who are experiencing situations in life that could lead to negative behaviors. Studies conducted by American social psychologist, Daniel Batson (1997) reinforces this idea. His research on empathy concluded people with higher levels of empathy are more likely to help others in need.¹²⁵

The components of presence were discussed in all programs. CSF2, Army Values, and ASAP successfully incorporated all aspects of presence into their curriculum. SHARP also covered all the components of presence, however, this coverage was limited to the institutional and self-development delivery domains. The TSPs that support the operational domain do not mention any components of presence. ASPP's mandatory ACE training minimally discusses the importance of mental fitness and resilience as a means of prevention. Only when supplemental training aids, brochures, and posters are used with ACE training is the importance of these components enhanced.¹²⁶

¹²⁴ "All About Empathy," *Psychology Today*, accessed April 10, 2016, <https://www.psychologytoday.com/basics/empathy>.

¹²⁵ C. D. Batson, S. Early, and G. Salvarini, "Perspective Taking: Imagining how Another Feels Versus Imagining How You Would Feel," *Personality and Social Personality Bulletin*, no.23 (1997): 751-758.

¹²⁶ All supplemental suicide prevention and resiliency information was produced by the Army's Public Health Command.

Of the required attributes, intellect coverage was the lowest. All of the programs mentioned the leader's responsibility on making sound judgement calls and having the expertise required to handle certain situations. Interpersonal tact was also a reoccurring theme in many of these programs. However, the attributes of innovation and mental agility are not easily identifiable in policy driven programs such as EO, SHARP, ASAP, and ASPP.

CSF2's resiliency training covered the attribute of intellect the best. Similar to the other programs, interpersonal tact and sound judgement were covered well in several training modules. Mental agility and innovation were addressed directly in the training module, *Problem Solving*. This module focuses on understanding the problem before solving it and removing biases that may prevent the learner from discovering an innovative solution to the problem.¹²⁷

Overall Program Comparative Analysis

Comparative analysis of the programs that assist in the development of these attributes in leaders has revealed that there are no significant gaps (see Appendix B). All attributes are sufficiently covered in the required training. However, each program has areas of improvement in both delivery domain and in the leader development components. Below is a summary of the findings of the comparative analysis.

1. The SHARP program had good coverage of required attributes in the institutional and self-development delivery domain but was lacking coverage in the operational domain.

¹²⁷ CSF2's training modules are only available to Master Resiliency Trainers (MRTs).

2. The EO program achieved attribute coverage in all delivery domains using all components of leader development.
3. Army Values training was consistent in all delivery domains, however, the training may not resonate with all levels of leadership. Additionally, the education component is missing due to Army Values not being a program governed by policy.
4. CSF2 effectively used all delivery domains and leader development components to achieve attribute coverage.
5. ASAP effectively used all delivery domains and leader development components to achieve attribute coverage. Empathy can be better covered at the operational and institutional level.
6. ASAP effectively used all delivery domains and leader development components to achieve attribute coverage. Empathy can be better covered at the operational and institutional level.

Miscellaneous Findings

Through the analysis of the programs assisting with attribute development, it appears that most of these programs do not have established performance metrics. This poses challenges in the development of a clear and objective analysis of whether the level of training and education requirements is meeting the desired objective(s) of each program. CSF2 is the exception to this statement.

According to AR 350-53, *Comprehensive Soldier and Family Fitness* (2014) CSF2 constantly monitors its effectiveness and outcomes through research and command monitoring. Techniques for this monitoring and evaluation include mandatory CSF2

reporting on unit status reports (USR), Health Promotion/Risk Reduction Program Portfolio Capabilities Assessment, Army Campaign Plan Metrics in the Strategic Management System (SMS), and the Walter Reed Army Institute of Research inspections on implementation.¹²⁸ However, definitive results or findings from these assessments, management systems, and professional bodies have not been published or made readily available to the Army community with any type of ease.

¹²⁸ Department of the Army, *Comprehensive Soldier and Family Fitness*, 18.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

National Security Strategies and Joint doctrine state that leaders must have a broad range of attributes to successfully lead in the current environment. Army doctrine has categorized these requirements into the areas of character, interpersonal tact, and intellect and assembled the programs tasked to assist in the development of these attributes under the “human dynamics” umbrella. These programs are responsible for the development and delivery of attribute training and education material for all Army members.

Army Values is the theme that ties all these programs together. All of the programs analyzed during this research refer to Army Values, but only some integrate the spirit and meaning of the Army Values into their training and education curriculum. The directive of Army Values as an annual training requirements is at fault. Army Values are entwined into the attributes and competencies required of a leader, therefore, requiring the infusion of these values into every Army program of instruction (POI).

Consistent messaging throughout all of the delivery domains (operational, institutional, self-development) while incorporating all the leader development components (training, education, experience) is essential to attribute growth. Attribute coverage within the assessed programs is less structured at the operational level when compared to the institutional level. Program TSPs focus more on definitions, policy, and response then on positive behaviors or attributes that can lead to prevention or intervention. Only by diverting from the lesson plan or through the use of supplemental

training aids, are attributes and positive behaviors fully discussed. The supplementation to established TSPs requires time, a precious commodity at the operational level and another contributing factor to the operational deficit in attribute coverage.

The attributes of character and presence are covered well within each program's operational and/or institutional curriculum. Intellect is the attribute with the weakest coverage. This weakness is related to how many of the TSPs are designed. At a minimum, TSPs need to engage the innovation, mental agility, and interpersonal traits of a leader. While leader intellect will grow with experience, it is important to also develop these traits in the training and education domain. TSPs that utilize facilitator instruction and on-line courses are not effective in developing these attributes.

There are several educational delivery techniques that can be used to assist in the development of leader intellect. Small group discussion forums, that allows for free and open communication, builds the leader's ability to think critically and understand different viewpoints. Listening to the experiences of others helps leaders build the mental agility needed to address and adapt to complex situations. Interacting with individuals from different cultures and/or ethnicities enables the growth of interpersonal skills in leaders. These suggestions do not require rewriting TSP lesson plans and are simple to implement.

All of the programs reviewed during this research deal with intangible aspects of humanity. The required attributes of leaders also encompass the whole human. These are two areas that are receiving more attention by senior Army officials. The *Army Human*

Dimension Strategy (2015) states the following about the importance of the human dimension:¹²⁹

In this changing world, the Army must actively seek innovative approaches to leverage its unique strength—its people. Through investment in its human capital, the Army can maintain the decisive edge in the human dimension—the cognitive, physical, and social components of the Army’s trusted professionals and teams. With this investment, the Army is capable of developing cohesive teams of trusted professionals that improve and thrive in the ambiguity and chaos of 2025.

Based on this statement, any program that is associated with developing Army leaders must develop them at the minimum in the cognitive, physical, and social domain. Most of the assessed programs do not structure their training, education, and self-development aspects to encompass the human domain components. CSF2 is once again the exception. With its five dimensions of strength, CSF2 has established a developmental model that ensures its messaging is impacting all components of the human domain. Special Operations Command’s Preservation of the Force & Family Task Force (POTFF-TF) also focuses on key domains to implement a holistic approach to developing attributes within its members. These domains are human performance, psychological performance, spiritual performance, and social performance.¹³⁰

Recommendations

Each recommendation in this section was evaluated based on feasibility, acceptability, and suitability criteria. The questions that guide this evaluation are the following:

¹²⁹ Department of the Army, *Army Human Dimension Strategy*, 1.

¹³⁰ Special Operations Command, “Preservation of the Force,” accessed April 1, 2016, <http://www.socom.mil/POTFF/default.aspx>.

1. Feasible—Can the recommendation be accomplished with the resources currently available or obtainable?
2. Acceptable—Does the recommendation accomplish the purpose of the program and the change recommended worthy of the risk?
3. Suitability - Does the recommendation accomplish the Army's leader development end state?

The following recommendations are offered for consideration in order to assist in leader development and prepare for the needs of Force 2025 and Beyond.

1. Army Values Training should be removed from AR 350-1 as separate training requirement. Army Values should be incorporated into all Army POIs as the underlying purpose of why this requirement is necessary. This will embed the importance of these values into everything we do as an Army.
2. A systematic review of all human dynamic TSPs at the operational level should be conducted. Where there are attribute coverage deficits, TSPs should be rewritten. Suicide, alcohol, and sexual assault statistics all have the same demographic in common—young Soldiers operating at the operational level. That is why attribute coverage at this level is so vital.
3. Civilian and successful military training and education delivery methods need to be researched to ensure the latest techniques are being used. Innovative ideas in delivery methods keep “old” ideas fresh. TSPs should also be reviewed and updated at least once a year.
4. Use CSF2's five dimensions of strength (emotional, social, family, spiritual, physical) or POTFF-TF's four key domains as a “standard of practice” for

training, education, and self-development for all the other human dynamic programs. This standardization simplifies the message of each program.

Learners can see how each of these programs interact and relate within each dimension and a deeper understanding of the required attributes will occur.

The recommendations made above meet the criteria of feasible, acceptable, and suitable. None of the recommendations require additional resources or time and do not take away from the purpose of each program. It is the belief of the author that these changes would improve both the message delivery of each of the programs and the attribute development outcomes. Currently, the programs analyzed in this research operate independently with multiple lines of effort and limited crossover despite all of them working towards the same goal of leader attribute development. If these recommendations are taken into consideration, they can develop a common operating picture in the area of attribute development, reduce duplicated efforts, and develop a synergy that ensures the Army's professionalization as an organization.

APPENDIX A

ATTRIBUTE COMPARATIVE ANALYSIS

Attribute/ Program	Character	Presence	Intellect	Overall Score
SHARP	A - All sub components of character are in curriculum in most areas of the curriculum (operational domain lacking topic discussion)	A- All sub components of presence are in curriculum and in most areas of the curriculum. (operational domain lacking topic discussion)	B+ Most sub components of intellect are in curriculum (interpersonal tact, sound judgement, expertise) in most areas of the curriculum. (operational domain lacking topic discussion)	A-
EO Program	A All sub components of character covered in all delivery domains.	A- Most sub components of presence are in curriculum (resilience, military and professional bearing, confidence) in all delivery domains.	A - Most sub components of intellect are in curriculum (interpersonal tact, sound judgement, expertise) and all delivery domains	A-
Army Values Training	A - All sub components of character (Army Values, Empathy, Warrior Ethos, Discipline) covered in most delivery domains.	A- All sub components of presence covered in most delivery domains.	A - All sub components of intellect covered in most delivery domains.	A-
CSF2	A - Most sub components (Army Values, Empathy, Warrior Ethos) of character covered in all delivery domains.	A All sub components of presence covered in all delivery domains.	A All sub components of intellect covered in all delivery domains.	A
ASAP	A - Most sub components (Army Values, Warrior Ethos, Discipline) of character covered in all delivery domains.	A All sub components of presence covered in all delivery domains.	B+ Most sub components of intellect (sound judgement, interpersonal tact, expertise) covered in most	A-
ASSP	A - Most sub components (Army Values, Warrior Ethos) of character covered in all delivery domains.	A- Most sub components (Resilience and Mental Fitness) of presence covered in all delivery domains.	B+ Most sub components (sound judgement, interpersonal tact, and expertise) of intellect covered in most delivery domains.	A-
Overall coverage	A -	A-	B+	A-

Source: Created by Author.

APPENDIX B

PROGRAM COMPARATIVE ANALYSIS

Program and Mission Statement	Attribute Coverage (Character, Presence, Intellect)	Delivery Domain (operational, institutional, self-development)	Leader Development components (training, education, experience)	Overall Score
SHARP “reduce with an aim toward eliminating sexual offenses within the Army through cultural change, prevention, intervention, investigation, accountability, advocacy/response, assessment, and training to sustain the All-Volunteer Force”	A - Minimal coverage at the operational level with approved training support packages	B Message at the operational level is flawed. TSP consists of policies, definitions, processes and not attribute development as a means of prevention.	A Training and education supports the experience of the leaders	A -
EO “to formulate, direct, and sustain a comprehensive effort to maximize human potential to ensure fair treatment for military personnel, family members and civilians without regard to race, color, gender, religion, age, disability or national origin”	A Good coverage of all three attributes using all components and delivery domains.	A Message is consistent within all domains.	A Training and education supports the experience of the leaders	A
Army Values Training	A - Good coverage of all three attributes using all components and most delivery domains.	A - Message is consistent within all domains. However, TSPs need to be developed to address different levels of leadership	B Education component is missing due to Army Values being training and not a program.	A -
CSF2 “Execute the CSF2 Program in order to increase the physical and psychological health, resilience, and performance of Soldiers, Families, and DA Cs.”	A - Good coverage of all three attributes using all components and most delivery domains.	A Message is consistent within all domains.	A Program uses all leader development components.	A
ASAP “to strengthen the overall fitness and effectiveness of the Army’s workforce, to conserve manpower and enhance the combat readiness of Soldiers.”	A - Good coverage of all three attributes using all components and most delivery domains.	A Message is consistent within all domains.	A Program uses all leader development components.	A
ASSP “minimize suicidal behavior by reducing the risk of suicide for Active Army and RC Soldiers, Army Civilians, and Family members.”	A - Good coverage of character and intellect. Few sub components of presence covered in all delivery domains.	A Message is consistent within all domains.	A Program uses all leader development components.	A -

Source: Created by Author.

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